CATHOLIC

OFFICIAL JOURNAL OF THE

LIBRARY

CATHOLIC LIBRARY ASSOCIATION

WORLD

VOLUME 35 MAY-JUNE 1964 NUMBER 9

This is a bridge

These eighteen volumes span the gap between the classroom and the library.

They connect what were once the separate areas of basic texts and enrichment materials.

Teachers tell us that these volumes put "a little of the school library into the classroom;" and that they "lead the student into thinking situations." Librarians say that, by guiding the student skillfully from subject to related subject, these volumes generate a desire to read on and on. And thus they stimulate the student to explore all the materials—reference, periodicals, other books—available in his library.

Our Wonderful World is invaluable to the school that is keeping pace with new ideas in instruction. It is teaching material oriented to the new curriculum as it is emerging in 1963, and to the new technological developments.

Our Wonderful World, edited by Herbert Zim, provides encyclopedically-organized enrichment materials for the elementary and junior high school youngster. It is thematically organized; vividly illustrated and designed; stresses science and mathematics, as well as the social studies. It is as rewarding to the average student as it is to the gifted, whose special needs it fulfills.

Our Wonderful World

Spencer International Press • School and Library Division
A Division of Grolier Incorporated, 575 Lexington Ave., N.Y.C. 22

This is an invitation

These eighteen volumes invite the student to move beyond the classroom world of texts and to explore the library and its other basic reading materials.

Teachers tell us that these volumes put "a little of the school library into the classroom;" and that they "lead the student into thinking situations." Librarians say that, by guiding the student skillfully from subject to related subject, these volumes generate a desire to read on and on, inculcating lifetime reading habits. They stimulate the student to use all the library's resources—reference, periodicals, other books—the total wealth of the library.

Our Wonderful World is invaluable to the school that is keeping pace with new ideas in instruction. It is teaching material oriented to the new curriculum as it has emerged in 1963, and to the new technological developments.

Our Wonderful World (Herbert Zim, Founding Editor) provides encyclopedically-organized enrichment materials for the elementary and junior high school youngster. It is thematically organized; vividly illustrated and designed; stresses science and mathematics, as well as the social studies. It is as rewarding to the average student as to the gifted, whose special needs it fulfills.

Our Wonderful World

Spencer International Press • School and Library Division
A Division of Grolier Incorporated, 575 Lexington Ave., N.Y.C. 22

This is a threshold

These eighteen volumes invite the student to step from the classroom into the library.

They provide an easy access from texts into the world of other basic materials.

Teachers tell us that these volumes put "a little of the school library into the classroom;" and that they "lend the student into thinking situations." Librarians say that, by guiding the student skillfully from subject to related subject, these volumes generate a desire to read on and on, inculcating lifetime reading habits. They stimulate the student to use all the library's resources—reference, periodicals, other books—the total wealth of the library.

Our Wonderful World is invaluable to the school that is keeping pace with new ideas in instruction. It is teaching material oriented to the new curriculum as it has emerged in 1963, and to the new technological developments.

Our Wonderful World (Herbert Zim, Founding Editor) provides encyclopedically-organized enrichment materials for the elementary and junior high school youngster. It is thematically organized; vividly illustrated and designed; stresses science and mathematics, as well as the social studies. It is as rewarding to the average student as to the gifted, whose special needs it fulfills.

Our Wonderful World

Spencer International Press • School and Library Division
A Division of Grolier Incorporated, 575 Lexington Ave., N.Y.C. 22

This is a compass

These eighteen volumes point the way for the student. They direct him from the classroom and its texts to the library and its other basic reading materials.

Teachers tell us that these volumes put "a little of the school library into the classroom;" and that they "lead the student into thinking situations." Librarians say that, by guiding the student skillfully from subject to related subject, these volumes generate a desire to read on and on, inculcating lifetime reading habits. They stimulate the student to use all the library's resources—reference, periodicals, other books—the total wealth of the library.

Our Wonderful World is invaluable to the school that is keeping pace with new ideas in instruction. It is teaching material oriented to the new curriculum as it has emerged in 1963, and to the new technological developments.

Our Wonderful World (Herbert Zim, Founding Editor) provides encyclopedically-organized enrichment materials for the elementary and junior high school youngster. It is thematically organized; vividly illustrated and designed; stresses science and mathematics, as well as the social studies. It is as rewarding to the average student as to the gifted, whose special needs it fulfills.

Our Wonderful World

Spencer International Press • School and Library Division
A Division of Grolier Incorporated, 575 Lexington Ave., N.Y.C. 22

Our Wonderful World shows the way from the classroom into the library

Our Wonderful World

Spencer International Press
A Division of Grolier Incorporated

School and Library Division
575 Lexington Ave., N.Y.C. 22

GAYLORD QUALITY

for your school library

COLORFUL PLASTIC BOOK SUPPORTS
Fine for display as well as shelf use. Standard or oversize. Modern design in choice of five colors: desert sand, stone gray, red, black, jade green. From $4.32 per dozen.

ADJUSTABLE BOOK JACKET COVERS Preserve full book life beauty. Keep jackets clean and appealing. Money-saving inventory of only 6 sizes covers most standard books. From $8.05 per hundred.

PRINCETON FILES Excellent for filing pamphlets, periodicals, and paperbacks. One-piece metal — open back. In gray, black, red, desert sand, jade green or olive green finish. Small size from $.95 each.

PLASTIC DISPLAY LETTERS
Approx. 138 letters per set plus symbols. Plain back, white or black; Pin back (for any porous surface) white, black or red. Five sizes 1″ to 2½″. Popular 1¼″ set, $4.25.

Write for complete details

Gaylord Bros., Inc.

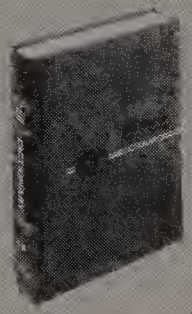
SYRACUSE, N. Y. STOCKTON, CALIF. **SCHOOL LIBRARY SUPPLIES**

Basic Reference Sources

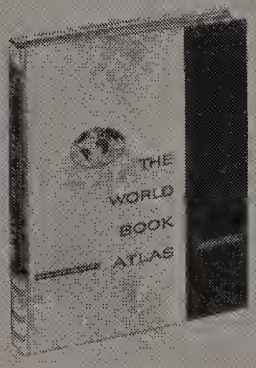
from Field Enterprises Educational Corporation

World Book Encyclopedia —20 volumes

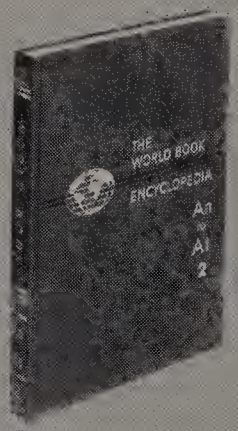
Childcraft, The How and Why Library —15 volumes



World Book Encyclopedia Dictionary—2 volumes



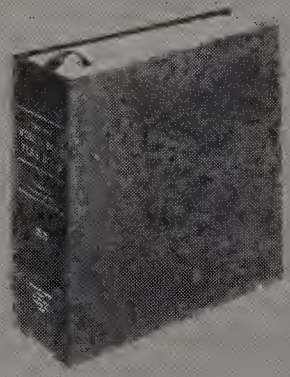
World Book Atlas



Large Type Edition World Book Encyclopedia —30 volumes

World Book Year Book

World Book Encyclopedia in Braille—145 volumes



World Book Year Book in Braille—5 volumes

For All Who Look To The Library
To Satisfy Reference Needs

FIELD ENTERPRISES EDUCATIONAL CORPORATION
Merchandise Mart Plaza, Chicago, Illinois 60654
LONDON • ROME • SYDNEY • TORONTO

CATHOLIC LIBRARY WORLD

VOLUME 35 MAY-JUNE, 1964 NUMBER 9

PRESIDENT
William A. Gillard
St. John's University
Jamaica 32, New York

VICE PRESIDENT
Sister M. Claudia, I.H.M.
Marygrove College
Detroit 21, Michigan

EXECUTIVE DIRECTOR
M. Richard Wilt

EDITOR
Jane F. Hindman

ADVERTISING REPRESENTATIVE
John Brubaker
10 E. 39th St.
New York, N.Y.—10016

EDITORIAL AND ASSOCIATION OFFICE
461 W. Lancaster Avenue
Haverford, Pennsylvania—19041

Address all communications to
Catholic Library Association
461 W. Lancaster Avenue
Haverford, Pennsylvania

CATHOLIC LIBRARY WORLD is published monthly September through May at 115 North Mason St., Appleton, Wis., by The Catholic Library Association. Executive, editorial and advertising offices. Haverford, Pa. Subscription rate to non-members is $6.00 a year; institutional membership, $10.00 to $40.00; individual membership $6.00 a year (not including the annual Handbook). Enclose remittance for single copies which are available from the editorial office at 75c. The Handbook is $10.00. Second-class postage paid at Appleton, Wis., and at Additional Mailing Offices.

Indexed in *The Catholic Periodical Index, Library Literature, Library Science Abstracts.*

CONTENTS

Guest Editorial 541
FRATER XAVIER COULTHARD, S D S

Reading in Today's World 543
REVEREND ALVIN A. ILLIG, C S P

Executive Board Meeting 547

Among Our Members 549

Detroit's Story Telling Festival 550

Faculty Rank and Faculty Status Among Librarians 551
REVEREND VINCENT R. NEGHERBON, T O R

Just Browsing 554

Justice and Charity 558
MRS. JOHN CHALBERG

Permanent Binding Records for Periodicals 559
VICTOR NOVAK

To The College Faculty 563
WINIFRED PABLO

Books and Bandages 564

Children's Books 570

Book Reviews 576

The Parish Library 583

Professionally Speaking 584

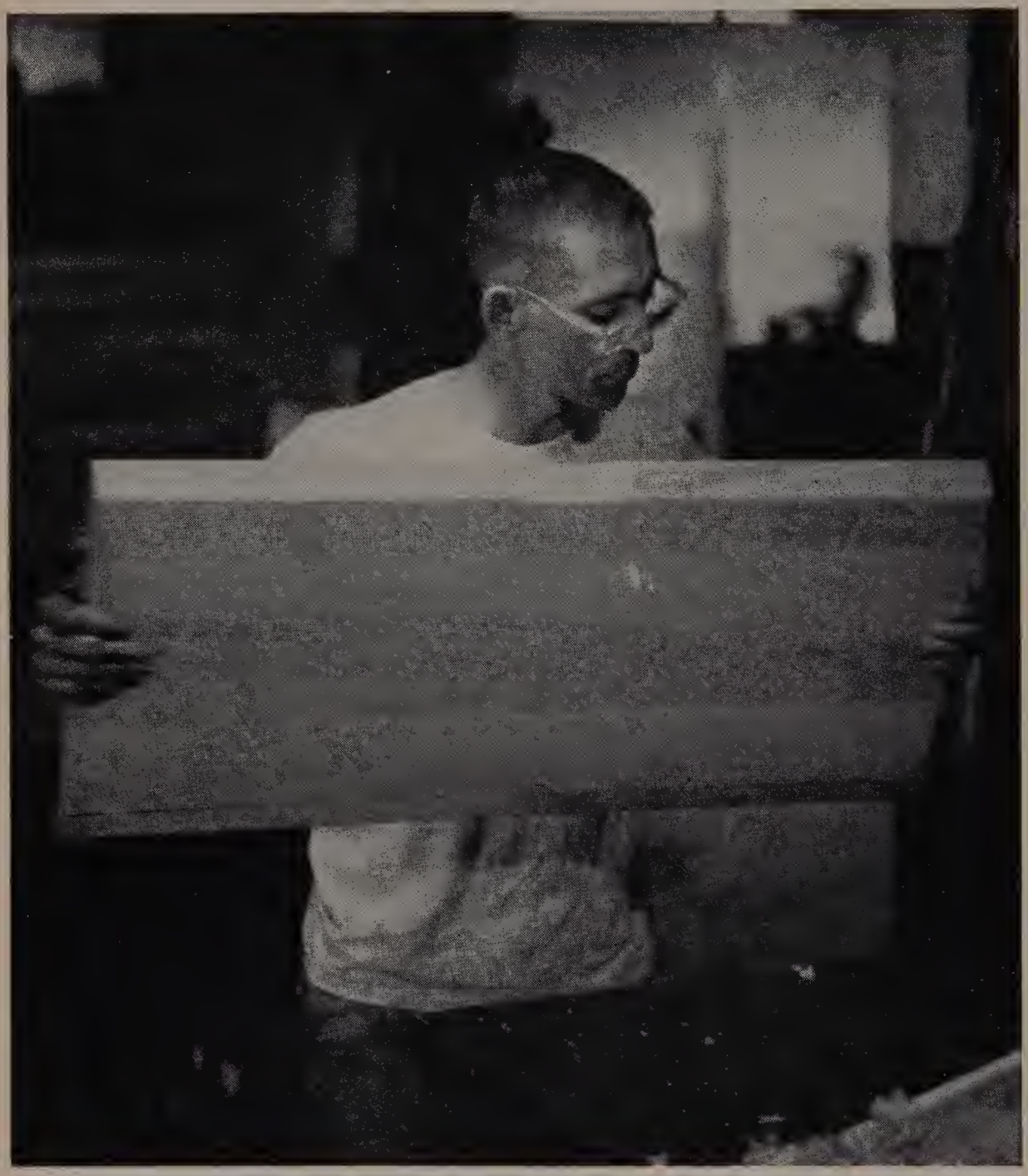
CLA News and Views 589

Letters to the Editor 596

Talking Shop 597

New at Your Book Store 598

Acceptance of an advertisement by the CATHOLIC LIBRARY WORLD does not imply endorsement of the product by the Catholic Library Association. Author's opinions should be regarded as their own unless CLA endorsement is specifically noted. Manuscripts of general interest are invited.



A QUOTE FROM: THE STORY OF LIBRARY BUREAU, PUBLISHED IN 1909

"Library Bureau was founded for the purpose of furnishing libraries with equipment and supplies of unvarying correctness and reliability. For thirty years its factories have been the work shops in which the best ideas of American Libraries have been brought into concrete form."

FOR OVER 80 YEARS OUR GOALS HAVE BEEN THE SAME

LIBRARY BUREAU | *Remington* **OFFICE SYSTEMS**
Division of Sperry Rand Corporation · 122 East 42nd Street, New York 17, N.Y.

Guest Editorial

Must librarians present an apologia for their profession? Indeed, do librarians have the right to term themselves professionals? What in the apparent welter of paste pots, labels, and book jockets gives a professional standing to the work of a librarian? To the thinking man, not wedded to mere appearances, these questions are *passe*. He sees, with the librarian, that paste pots, labels, and all the other physical appurtenances commonly connected with the "mousey" librarian, are not of the essence of librarianship. One who would surround himself with all the mechanical equipment of a library and limit his work to simple mechanical processes hardly has the right to call himself a librarian, much less a professional. At best he is a custodian, a library assistant, an expert in technical processes.

The essence of librarianship is bound up with the word "service." A librarian takes the word at its fullest extent in viewing his work. A tremendous amount of intellectual wealth is in the hands of the librarian, and it is in the administration of this wealth that a librarian becomes truly professional. As an integral part of the total process of educating a man, the librarian has the power, if he develops and uses his skills, to mold and shape an education which is better — not just good — but better, outstanding, contributive.

The number of those who view a library as "something nice, but . . ." is becoming encouragingly smaller. As more are becoming exposed to good libraries and helpful library service, they begin to realize that what has been considered as good enough in education is really not so good, and the prospects of improvement by means of books and libraries are bright and easily attainable. It hasn't been a matter of the "champagne appetite with a beer income," but rather a "beer appetite with a champagne income," the champagne being, in our case, the inherent wealth of a good library. The man who can bring this wealth to others "in the managing of books and other library materials for the use of the library's patrons" is just as much a professional as the priest, doctor, and scientist.

As a further development, when one adds the adjective "Catholic" to the basic notion of librarianship, the scope of this professionalism breaks open into a new level of excellence, a field with almost unlimited horizons. The "mission" of the Church, taken in its most modern sense with Counciliar overtones, comes to the fore with startling and vibrant emphasis for the Catholic Professional Librarian—each of those three words thereby becoming powerfully packed with meaning and possibility.

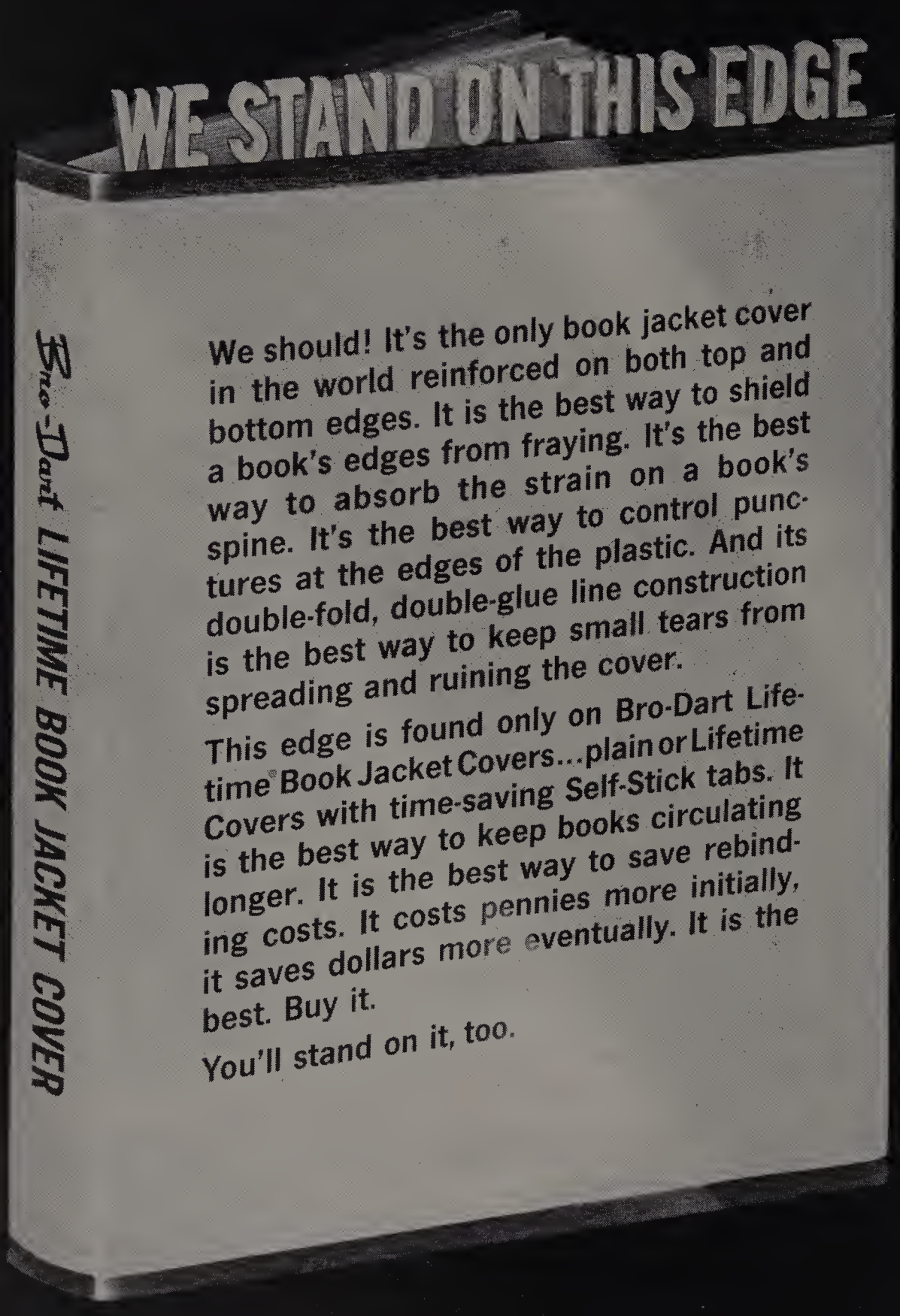
FRATER XAVIER COULTHARD, S D S

The above editorial appeared in the *Indicator,* a publication of the Divine Savior Seminary, Lanham, Maryland. It is refreshing to find such a piece in a non-professional magazine. Frater Xavier Coulthard, S D S kindly gave his permission to have it reprinted for your enjoyment. This is the time of year when the library schools will be sending newly graduated librarians to scores of libraries throughout the land. These young people have great enthusiasm and many worthwhile ideas. Let us older librarians listen to what they have to say before we condemn them with, "we never do it that way."

In this age of change, we need fresh slants on old problems. Undoubtedly some will be of little value, but the enthusiasm engendering these plans is something precious. Foster it. These young people do not want to replace us—yet, but they will keep us from becoming fossilized.

CLA CONVENTIONS

Detroit, March 31-April 3, 1964; Philadelphia, April 20-23, 1965; San Antonio, April 12-15, 1966; Cleveland, March 1967; St. Paul, April 15-19, 1968.


WE STAND ON THIS EDGE
We should! It's the only book jacket cover in the world reinforced on both top and bottom edges. It is the best way to shield a book's edges from fraying. It's the best way to absorb the strain on a book's spine. It's the best way to control punctures at the edges of the plastic. And its double-fold, double-glue line construction is the best way to keep small tears from spreading and ruining the cover.
This edge is found only on Bro-Dart Lifetime® Book Jacket Covers...plain or Lifetime Covers with time-saving Self-Stick tabs. It is the best way to keep books circulating longer. It is the best way to save rebinding costs. It costs pennies more initially, it saves dollars more eventually. It is the best. Buy it.
You'll stand on it, too.
Bro-Dart LIFETIME BOOK JACKET COVER

BRO-DART INDUSTRIES • Dept. 1161C
56 Earl St., Newark. N. J. 07114 • Los Angeles 90025 • Toronto 2B, Canada

Reading in Today's World

Reverend Alvin A. Illig, c s p

Executive Manager, Paulist Press and Catholic Library Service

Ours is a dynamic universe. It is a world in a state of flux, in which with every passing year the speed of changes increase. Just since the end of the second World War, we have experienced unbelievable changes.

We have lived through a phoenix-like rebirth of a war-shattered Europe that today out-competes with us in many areas. We have watched the awakening of the giant continent of Africa, the slow and painful demise of a centuries' old way of life called colonialism; the birth of over fifty new nations in the Orient, South America and Africa; the sinister spread of world communism and its subjugation of 900,000,000 free people; the threat of a new China committed to eventual nuclear war.

We have witnessed the development of the world role of the United Nations; a growing sense of responsibility on the part of the wealthier nations toward the under-developed peoples; a growing acceptance of more socialized forms of government; a population explosion spurred by medicine and technology that is staggering in proportions.

We are part of the new scientific age that has seen the partial harnessing of the atom to the submarine, the freighter, the warship, the power plant; we have come to live with the 100 megaton hydrogen bomb; we take for granted now the use of the jet, the ability to break the sound barrier, navigation under the north pole; the intercontinental ballistic missile. We have lived through the first great probes into outer space with the astronauts—and soon, trips to the moon.

We are familiar with the new world of plastics, synthetic fibers, television, telestar communications, air freight, automation, computers and transistors, air conditioners, deodorants, power steering, automatic disposal units, home freezers, frozen foods, instant foods.

We have participated in creating suburbia as a new way of life for Americans. We have conquered Mount Everest, the 4-minute mile, the 17-foot pole vault, 61 home runs in one season. All since the end of World War II.

Today we enjoy the highest living standards in the history of the world—with bigger pay, shorter work weeks, longer vacations, more paid holidays, earlier retirement, growing life span. We added two states to our forty-eight in the past few years, and we elected a Catholic President. We have witnessed the calling of the Ecumenical Council and a renewal and modernization of the ancient Church, so that today there is realistic hope that the split in Christendom that came some nine hundred years ago may—in the life span of some of us—be healed.

These have been seventeen fantastic years. And yet we are told that the next seventeen years will be more exciting, and will gallop at a still faster tempo. To speed up our world, to hasten change and progress, it is amazing to realize that during the past year, 1963, government and private industry spent 17 billion dollars in research and development. This is a full 3 billion dollars more than Madison Avenue spent to advertise and sell the many products and services that are now available to us. I venture to say that this was the first time in history that more money was invested in changing and developing the future than was spent in urging us to buy the present.

Yes, we are living in a dynamic world. The words of Pope Pius IX were never more appropriate: "Let us thank God that He makes us live among the present problems—it is no longer permitted to anyone to be mediocre."

The world is going to continue to change, but whether it will change for the better or for

the worse is entirely up to the people who create the change. We must educate ourselves and our students not to fear change, but to welcome it and to participate in it. Our Holy Father, Pope Paul VI, in a recent statement to the people of England, urged them to live with change and to fashion it for the good of all.

Now, what controls change in our world? Not machines. Not circumstances. Not weather. Not scientific discoveries. People control change—human beings with an intellect and a will. It is interesting to note that animals change very little, because they do not have an intellect. The bee still makes his honey comb the way he has made it for centuries, the bird still makes his nest according to time-honored tradition. Machines do not change unless human beings change them. The whole material world with all its potential power remains just that—potential and not actual—until the hands of man take raw materials, and the mind of man discovers the laws of God, and he works within their limits.

It is man, and not circumstances, who both creates and directs change. But it is not just any man. It is the man who reads, who learns, who is open to new ideas. This is the man who changes the world.

Reading is essential if a man is going to participate in the creation of our ever-emerging world. Because of the rapidity of change, if a young man or woman does not develop a love for reading, a habit of reading, within ten years after leaving school, the world will have left him behind. Man must read if he is to be of value to his country, his family, his Church, himself, in this dynamic, changing world.

One of the many great challenges that we as educators face is not just teaching the mechanics of reading (which is being done quite satisfactorily: our land is one of the most literate in the world) but inspiring the children under our direction to want to read, to love to read. Actually, there is little difference between the man who can read and does not, and the man who is simply unable to read. Neither one enriches his mind with the thoughts of others. Slowly but surely the horizons of such men close in upon them, their prejudices galvanize, their personal world becomes small and mean, and their influence disappears.

How to make a child want to read? How to make him want to read when he is not under obligation to read? We must take a positive approach. We must inspire our children basically with an apostolic ideal, so that they will see that they have the power (if they are educated through good reading habits) to create and participate in the emerging new world that is theirs. We must inspire them so that they will want to take care of the world, and not just of themselves. As Father Keller of the Christophers has said so often, "The good take care of themselves: the evil takes care of the world." This we must change.

We must point out constantly to our youth the areas in which the well-read, the educated can engage—not only in order to make a satisfying living, but to influence the lives of millions for good. We must urge them to think, for instance, in terms of the teaching profession—almost 50,000,000 Americans are going to various types of schools across our nation. These Americans are under the direct influence of their teachers. Good teachers — well read, dedicated—fashion today the minds of the boys and girls who tomorrow can create the better Christian world that we yearn to have.

We must urge them to think of engaging in the great mass communications media—radio, television, movies, the press. Over 40,000,000 Americans go to a movie each week; over 90% of our homes have television sets and over 100,000,000 Americans regularly watch them; over 94% of all our homes have radios. Over 21 billion newspapers were purchased in this country last year; over 1 billion magazines; over 1,000,000 books each day. Between 1940 and 1960, while the population increased 37%, book sales were up 445%, magazine sales 110%, and newspapers 45%.

But the great mass of 100,000,000 American citizens only read, listen to or see what a very small handful of people — perhaps less than 10,000 editors, writers and reporters — give them to read, listen to, or see. Would that more of our well read, well educated, well principled young people were inspired to shape the world through the mass communications media.

We must urge our young people to think of engaging in the art of government: the government of their communities, their cities, their

states, their nation—indeed, the whole world. Government is nothing more than people. People with good principles make good government. People without principles made government without principles.

We are today the most powerful nation in the world: the bulwark of Christian society. As America goes, so goes much of the world. If more of our young Catholics became interested in good government as a life-time career, they would have the motivation to read, so as to fit themselves for the magnificent job that must be done—and which they can do, if they stay alert through reading.

We must urge them to engage in the social apostolate—medicine, nursing, housing, integration, youth work, corrective work, geriatrics —all are areas in which, if they read and develop personally, they will directly influence the lives of others for the better, and create a better world and a better future.

We must urge youth to become active in the organized labor movement of America, a powerful movement which needs well educated, mature men of principle, men who read and who have the best interests of the community at heart.

We must bring more frequently to the attention of our young people librarianship as a life-time vocation, a satisfying profession in which we are privileged to introduce a child to a love of the true, the good, the beautiful in the world of literature; a profession dedicated to developing taste and discrimination in our youth so that they will desire the nobler things of life and shun the tawdry; a profession committed to planting the seeds of life-long reading habits that will bring enrichment and joy into the lives of our fellow men.

Is there a need to emphasize librarianship as a profession? Consider: 25 million Americans have no public library service; 50 million Americans have sub-standard library service; there are 40,700 schools without library service; 10,600,000 young Americans have no school libraries; there is one library for every 4,200 elementary school students, whereas the recommended ratio is one library for every 400 students; we need over 50,000 libraries today.

And we must not forget to inspire our children to seek the vocation to the religious life—the priesthood, the brotherhood and the sisterhood — where with education and reading, we are able through God's grace to help literally thousands of our fellow men to find a limited amount of happiness here, and eternal happiness in the world to come.

In all such vocations we should inspire our children to a modern missionary vision. We will then be motivating them to read so that they will have the tools to do their work better and serve Christ better through serving their fellow men.

Speaking of motivation, an interesting development that seems to be emerging from the Ecumenical Council, sparked by such great men as Cardinal Suenens, is the hint of what I might call, for want of a better term, "a new dynamic spirituality." Perhaps we should call it a return to the original dynamic spirituality of the Missonary Church—the spirituality of St. Paul who, while he was lifted to the seventh heaven in ecstasy, was at the same time an indefatigable missionary and worker.

So much of our current spirituality is fashioned by a monastic system of thought: by John of the Cross, Bernard of Clairvaux, Teresa of Avila, and the author of the *Imitation of Christ*. This spirituality was developed within, and is ideal for, a monastic way of life in the framework of a bucolic culture which has been quite thoroughly Christianized. But is a monastic spirituality with its emphasis on withdrawal from world, resignation, self-effacement, blind obedience, little personal initiative, the type of spirituality for the layman in a post-Christian 20th century atomic age? The advocates of the "new missionary spirituality" see it less as an "inward" spirituality that is directed principally to personal sanctification, than as a social spirituality which knows that in helping others through love of God, and bringing the principles of Christ to bear in the marketplace, it will influence the world and at the same time gain personal sanctification and eventual salvation.

Pope Paul VI, a personal friend of Cardinal Suenens, seems to be of this school of thought, for in re-convening Vatican Council II last fall, he said that one of the four reasons he was going forward with this great movement was to "penetrate anew the world with the message of Christ."

Thus the first thing to do is to motivate our children to look upon reading as a great tool to assist them in doing the important jobs of life. The second is to be alert to the great importance of introducing children to enjoyable reading at an early age. The child who has never come to the conviction that reading can be fun will not read as a matter of habit once he is not under pressure to read.

For millions of our children, to read is to work. The two are synonymous. These children have arrived at this conviction because they were never properly introduced to the wonders and the excitement of a balanced library, and the help and consideration of an alert librarian.

A child, as soon as he has mastered a little of the mechanics of reading, must read his geography book, his history book, his mathematics book, his religion book. Textbooks of their very nature force the child to stretch—to reach—to work. If the child grows up knowing only textbooks, slowly but surely he will equate reading with work, and non-reading with enjoyment. For all the while he is wrestling with his textbooks, he is finding enjoyment and escape in television, movies, games, recreation, companionship—and these are all non-reading activities. The conclusion is unmistakable: school is reading and work; everything else is fun.

By the time this student leaves school, a psychological block will have been built that is almost impossible to destroy, and for the rest of the child's life only the barest minimum of reading will be done—with the result that this young man or woman will live a stunted life in a shrinking personal world and will be lost as an influence for good because he simply does not know what is going on about him.

Fortunate the child who has been introduced to a school or public library and given books that bring enjoyment, challenge, vision, tears, laughter, and the full range of human emotions. Fortunate the child who comes to know the sympathetic and dedicated librarian. This librarian will expertly elicit from the child the interest area he has at that point in his intellectual and moral development, and give him books that will make him happy and secure.

For this little lady who loves the animal world, the librarian will give books on horses and dogs, elephants and kittens that the little lady can comprehend with ease. For this young boy, she will give the books on bulldozers and cranes and earth-moving equipment, because at this point in his early life he is fascinated by heavy machinery. The right books will find their way into the right hands both because there is a librarian dedicated to working with the child and the parent, and because the library is adequately stocked with a wide range of good books.

As the child learns to love reading, his taste will change as it grows, and his reading interest will broaden and knowledge will increase. The life-long habit of reading is being formed, the young man or woman is being motivated to take care of the world, and will be well equipped with the ideas that shape the future.

* * * * *

POSITIONS OPEN

REFERENCE LIBRARIAN: some acquisitions, library instruction. Faculty rank & status: salary open: 9 months, summers extra; 35 hr. week. Apply: Library, St. Francis College, Loretto, Pa.

HIGH SCHOOL LIBRARIAN. Catholic boy's high school in south-east Cleveland, Ohio, residential area. Enrollment 900-1000. Full administrative duties. Pension plan. 10-month work year. Starting salary $5,000-$5,500. Write to Rev. Luke Yeager, O S B, Benedictine High School, 2900 East Blvd., Cleveland, Ohio, 44104.

REFERENCE LIBRARIAN — Liberal Arts College. Duties will be to assist students in reference work, aid in compiling bibliographies, maintain vertical file, act as reader's adviser, and suggest reference material for purchase. Will have desk in main library. Begin work July 1, 1964. Salary: $5500-$6000, depending upon experience and degree. Located 40 miles from Pittsburgh, Pa. For information write to Reverend Demetrius F. Schenk, T O R, The College of Steubenville, Steubenville, Ohio, 43954.

Executive Board Meeting

Saturday, February 29, 1964, the Executive Board of the Catholic Library Association met at the Headquarters, Haverford, Pa.

Members Present: William A. Gillard, President; Sister M. Claudia, I H M , Vice-President; M. Richard Wilt, Executive Director; Rt. Rev. Msgr. Francis X. Canfield; Sister Helen, S N D , Sister Mary Berenice, R S M ; Margaret Mary Henrich; Rev. Redmond A. Burke, C S V ; Sister M. Naomi, S C and Brother Alexander F. Thomas, F S C H.

Members Absent: None

The following decisions were reached:

Formal recognition of the new Springfield-Belleville, Illinois Unit was given. The area included in this Unit was formerly included in the Greater St. Louis Unit.

Accepted the resignation of Miss Clara Glenn as chairman of the committee on the Catholic Supplement to the *Standard Catalog For High School Libraries* effective after the publication of the 1965 annual supplement.

Approved the suggestion that the title "Executive Secretary of CLA" be changed to "Executive Director" as the Executive Secretary's duties are far more complex than those indicated by the title "Secretary." This will bring the CLA more in line with other National Associations.

Voted to continue financial assistance to the Aid to Foreign Missions Project. The Executive Board suggested the usual amount of $750.00

It was agreed to accept the official invitation of the New England Unit to hold the 1969 Convention in Boston.

COMMITTEE RECOMMENDATIONS

CONTINUITY IN COMMITTEE WORK

Sister Helen recommended that all committee chairmen and members appointed to CLA committees:

(1) be notified that the appointment is for the term of the appointing president, and

(2) be told his predecessor's name. Letters should also be sent to each outgoing chairman, giving the name and address of his successor and instructing him to forward his files and materials to the incoming chairman.

PUBLICATIONS

Sister Claudia presented the annual report of the Publications Committee. The report included:

(1) Extension of committee membership. Peter Laux and Joseph Sprug have accepted membership in the committee.

(2) Publications reviewed. *The Catholic Booklist 1964, CLA Basic Reference Books for Catholic High School Libraries* and the *Parish Library Supplement.*

(3) Recommendations: Improvement in format of the *Catholic Booklist* and *Basic Reference Books* in next editions as well as all future CLA publications: clarification in the minds of the membership and the public generally as to what is meant by CLA sponsorship. It is the policy of CLA to sponsor, but not to subsidize publications. In case of sponsorship, manuscripts must be submitted for review before sponsorship could be given.

(4) Need to consider a new chairman for the Catholic Supplement to the *Standard Catalog for High School Libraries.*

(5) Several members of the Executive Board submitted policy statements for CLW for Executive Board consideration. Sister Claudia will ask the Publications Committee to study these suggestions, adding their own, and formulate a CLW Policy with directives for the editor. The final statement of Policy will be included in the Policy Manual.

(6) The primary concern of the committee is with the status of the CPI-GCL publications. More study needs to be given to per-

sonnel, qualifications, salaries, and workloads, as well as to quality of indexing.

INTERAGENCY COUNCIL ON LIBRARY TOOLS FOR NURSING

Paul G. Merrigan, CLA's representative to the Interagency Council, reported the following resolution of the Council:

(1) that expenses for equipping the National League for Nursing Convention booth in 1963 and the American Nursing Association Convention booth in 1964 be equally divided among member agencies.

(2) that the agency or organization establish a policy of supporting similar projects in the future, each contribution not to exceed $25.00 in any given year.

Mr. Merrigan recommended that CLA allocate $25.00 as its contribution towards the 1964 Convention. Sister Claudia moved that the Executive Board accept Mr. Merrigan's recommendation and indicated that any other gifts to such projects will be judged on their individual merits, seconded by Monsignor Canfield, approved unanimously.

UNIT CORDINATOR

Sister Mary Wilhelmine, C PP S, Unit Coordinator, recommended a definition of the boundary of the Washington, D.C.—Maryland Unit. The Executive Board feels that it's up to the individual unit to determine its boundaries. No future recommendations were made to Sister Wilhelmine's proposal that the dioceses of Forty Wayne, Lafayette and Indianapolis be joined to the Northern Illinois Unit.

PARISH LIBRARY SECTION

Mrs. Milton Young, chairman of the Parish Library Section, requested the Executive Board to consider giving financial aid to those CLA sections, where such aid is obviously needed. The Parish Library Section income is based solely on the dues of its members.

The Executive Board feels that each section should pay its own way and recommend to Mrs. Young that the Parish Section:

(1) offer subscriptions to the Parish Section Newsletter;

(2) consider revising the Parish Library Manual and be allotted some of the profit realized on the sale of the revised Parish Library Manual.

CATHOLIC BOOK WEEK

Sister Claudia suggested that reprints could be made of the children's and young adults' sections of the *Catholic Booklist* and offered for sale in quantities next year. The Executive Board instructed the Executive Director to follow this suggestion.

PROFESSIONAL RELATIONS

Sister Helen presented her annual report as chairman of the Professional Relations Committee. The only topic open to discussion was the continuation of the services offered for the past several years by AASL at the CLA booth at the NCEA Convention. Sister Jane Marie, C D P recommended that CLA sponsor its own consultant service at NCEA Conventions and that the AASL consultant service be dropped. Sister Helen will discuss these recommendations with Sister Jane Marie.

COLLEGE STATISTICS

Father Charles Banet reported on his progress in the analysis of the Catholic College Library Statistics as reported to the U.S. Office of Education. The Executive Board recommended that Father Banet be named the CLA representative to the Statistics Coordinating Project to be sponsored by ALA. Sister Claudia recommended that CLA have an official representative at each of the regional meetings of the Statistics Coordinating Project. The recommendations are: Sister Mary Winifred, C S J (New York), Reverend Charles Banet, C PP S (Chicago), Reverend William J. Monihan, S J (San Francisco), Sister Margaret Miriam, C N D (Atlanta).

ALA-NATIONAL COMMISSION FOR A PLAN FOR LIBRARY EDUCATION

Sister Jane Marie reported that there is still no definite plan or project outlined for this Commission.

SCHOLARSHIP COMMITTEE

Dorothy Cromien, Chairman, announced that the recipient of the 1964 scholarship is Mary Lucy Franzman. Miss Cromien will re-

vise the present scholarship application form to make it more practicable.

LEGISLATIVE COMMITTEE

Father Jovian Lang, O F M, Chairman of the Legislative Committee, reported on his work with the ALA Committee on Legislation. He recommended that CLA members should be aware of the new legislation and write to their state legislatures and U.S. legislature when necessary.

HEADQUARTERS

Monsignor Canfield reported that as of February 15, 1964 the Headquarters Building Fund amounted to $25,595.00. Brother Arthur reported a third appeal to members, even though there have been only 813 donations out of more than 3,000 members, does not seem advisable.

* * * * *

AMONG OUR MEMBERS

THE RT. REV. MSGR. FRANCIS X. CANFIELD was named a domestic prelate and invested with the robes of his office on January 11, 1964. The Executive Board, in the name of the Association, expressed congratulations and best wishes to Monsignor Canfield on his appointment.

GEORGE K. COLE, JR. died on March 5th following a fall on February 27th in which he suffered a skull fracture.

Mr. Cole was coordinator of Adult Services, Farmingdale Public Library, Farmingdale, New York. Previously he had been been connected with Trenton Public Library.

An ardent worker in the Catholic Library Association, he helped to organize the Trenton Unit and served as its chairman, 1958-1960.

From 1959-1960 he served as chairman of the Parish Library Section.

For years Mr. Cole was concerned with the contribution that the Catholic librarian working in a public library could make to the furtherance of the ideals of the Association.

SISTER M. PAULINE, AD PP S has just published a life of Blessed Maria DeMattias, foundress of the Sister Adorers of the Most Precious Blood. She has cntitled her book *Girl in a Hurry*.

THE "DISTINGUISHED EDUCATOR—1963" award was conferred on the Reverend Adolph E. Hrdlicka, O S B, college librarian, at the annual dinner-dance sponsored by the Alumni Association of St. Procopius College, Lisle, on Saturday evening, February 1.

Father Adolph was professed a monk of St. Procopius Abbey in 1921 and ordained to the priesthood in 1926. After taking his Bachelor of Arts degree at St. Procopius College, he went on to take a Bachelor of Library Science degree at the University of Illinois.

Since 1922 he has been engaged continuously in compiling a library of 60,000 volumes and 550 periodicals. The valuable Lincoln collection recently acquired from an alumnus is but one of the outstanding possessions of the library.

THIS YEAR'S CATHOLIC BOOK WEEK was celebrated at Don Bosco College, Newton, New Jersey, February 16-22, in a special way. A display of books featuring the students' main areas of study at the college was held in the spacious gallery of the new scholastic building. On exhibit were numerous works on philosophy, religion, science and technology.

The Very Reverend G. Sesto, S D B, J C D, President of the College, officiated at the inauguration of the Catholic Book Week Exhibit on Sunday, February 16th. On this occasion he blessed a wooden, hand-carved crucifix for the library quarters. Each class of the college was conducted on a special tour of the exhibit by the Reverend Henry A. Sarnowski, S D B, B L S, the college librarian, who organized the observance.

DONALD A. REED, a member of C L A, has been awarded the Mrs. Ann Radcliffe Award for outstanding contributions in the field of communications. He shares his honor with three other winners — political philosopher Russell Kirk, motion picture producer Herman Cohen, and actor Peter Lorre.

Detroit's Story Telling Festival

Miriam A. Wessel

Those who say that storytelling is dead have never watched children who gather around a storyteller. Their glistening eyes and rapt attention testify to the power of a well-told story. From the time of the troubadours to the present day it has been so. The mantle of the teller of tales seems to have fallen on the children's librarian. Some of these have laboured long to keep the spark alive. This winter in Detroit, Michigan the public library conducted a three day storytelling festival. It was designed to honor the memory of Miriam A Wessel, Children's librarian, Detroit Library, and chairman of the Elementary Section, CLA.

Editor's Note

Miss Elizabeth Nesbitt, Lecturer in the Graduate Library School at the University of Pittsburgh and formerly Associate Dean of the Carnegie Library School, gave the opening address. Her talk, titled *Storytelling — The Creative Way* was the keynote to the programs of stories told the next two days. Miss Nesbitt began, "It is to me a privilege and a responsibility to be asked to open this festival of storytelling in memory of Miriam Wessel. I had the greatest respect for her as a children's librarian. In particular, I admired the integrity of her convictions in regard to the true nature of storytelling. It was apparent that she thought of it as an art, with full appreciation of its unique creative character. I hope this talk will reflect and enforce her conception of storytelling as the creative way, which in the words of Aunya, in *The Wondersmith and his Son,* shortens the road which leads children to literature."

The Friday and Saturday sessions of the Festival were straight storytelling programs.

At the final session on Saturday afternoon, Siser Marie Pius, S S J , Chairman of the Elementary School Libraries Section of the Michigan Unit, CLA, spoke of her long association with Miss Wessel as a former student in a storytelling class at the University of Michigan and as a co-worker in both the Michigan and National Catholic Library Associations. She pointed out the distinctive contributions of Miss Wessel to librarianship.

All the sessions of the Festival were well attended; the total present being nearly nine hundred. A storytelling festival, like the Detroit one, with its inner core of pleasure in traditional and modern imaginative stories told by those who are convinced of their importance for us today and its power of transmitting ideas of the past and of faraway places to people of the here and now, seems a most fitting tribute to one whose life was marked by great vitality and by the joy of sharing with others her conviction of the importance of the enduring aspects of our world.

Faculty Rank and Faculty Status Among Librarians

REVEREND VINCENT R. NEGHERBON, T O R
St. Francis College, Loretto, Pennsylvania

What is faculty rank and faculty status to librarians today? If some librarians have faculty rank and faculty status, what kind of faculty rank and status is it, and how do they use it? If some librarians do not have faculty rank and faculty status, should they work to obtain it?

A 1963 study by Arthur McAnally states, ". . . most colleges and the majority of universities have recognized the essentially academic nature of the work of professional librarians by granting them academic or faculty status."[1]

Furthermore, the American Association of University Professors makes the following statement in regard to the qualifications needed for membership in the organization: "By virtue of their position at the center of the academic effort, librarians of professional status, per se, are regarded as satisfying the 'teaching and/or research' requirements, and thus are eligible for active membership. . . ."[2]

The college library must be an integral part of the institution of learning if that institution is to be a good college. The time-worn phrase, "the library is the heart of the school," is as true today as it was many, many years ago. Consequently, there can be no physical or intellectual separation of the library from the students and the faculty, nor can there be separation between the professional library staff and the teaching staff of the college. The college that provides for a compromise or a mediocre participation of the librarians in the academic culture will produce graduates, but these graduates will be far from ideal graduates. They may know their textbooks, but those very likely will be the only books with which they are familiar and perhaps represent the only knowledge they possess.

The main purpose of a library program is its concern with learning and with teaching; the library must seek to relate library materials to instructional needs; it must seek to move the student forward in his quest for education and mental accomplishments. The book selection librarian must know the curriculum well, the cataloging librarian must watch closely the educational purposes of the college, the reference librarian does considerable teaching when he associates materials for research papers, and further teaching is involved when the circulation librarian recommends additional and newer books in a particular area of study. Direct teaching, indirect teaching, call it what you may, but it is certainly connected directly with the educational growth of the students.

Educational theory today advocates leading the student into independent learning. The good student is one who is guided and counseled by the teacher, so that when he uses library facilities he begins to differentiate, to choose, to glean, to collect, and to evaluate the additional information that he needs to participate actively in classroom work. When the student learns to estimate, to differentiate, and to criticize, he is beginning to learn. Not merely knowledge that is found in textbooks, but more; he is able to test and prove that knowledge with other ideas and readings. Each student must be made to realize that the library is the extension of the

---

[1] ARTHUR M. MCNALLY, "Privileges and Obligations of Academic Status," *College and Research Libraries* (24:2, March, 1963), 102.

[2] LOUISE E. RORABACHER, "A Look at Matters of Membership," *American Association of University Professors Bulletin,* (43:3, September, 1957), 525.

classroom; each faculty must realize that students need to use the library for class participation, class discussion, class papers, and class reports. Learning is in education; education is in books, imparted by the teacher and supplied by the librarian.

The college that attempts to perform its educational function without the cooperation of teachers and librarians is handicapped. If the librarians are not aware of the objectives and purposes of each department in the college, they work on a supposition; if the teachers are not aware of the library services and functions, they work on a supposition. Teachers and librarians must cooperate with and understand each other completely. They must work together. There must be no separation of the two.

Now, if we admit the library is a most important and a very necessary part of a college education, if we admit and realize that its services are indispensable, then it is clear that the library staff must be identified with the teaching staff on the basis of the preceding. This identification can never be achieved unless the professional librarians are assigned academic rank to a degree commensurate with the library training, educational training, and other qualifications that the individual librarian possesses. For today's librarian is certainly adequately prepared—liberal arts background, technical competence in library science, advanced educational training with one or more graduate degrees, knowledge and understanding of higher education, future aim of the doctorate.

TODAY—WHAT STATUS?

But what does this faculty status mean to librarians today? Those who have it, how do they use it? Those who don't have it, should they get it? There are librarians today who have faculty rank and faculty status, but do not use it to its fullest extent. There are librarians today who are indifferent to what faculty status could and should mean to them. And there are librarians today who do not have faculty rank and faculty status, but should have it.

Most librarians of today are more than adequately prepared with library techniques, general education, research ability and professional attitudes, quite as much as the majority of our teachers are adequately prepared. But, sorry to say, the comparison ends there very often in a great many cases of the librarians. You will hear of librarians who have faculty rank and who will sign a contract for eleven months, but receive the same salary or even less for this length of time than that of a classmate who majored in the arts and sciences and signs a contract for nine months work.

Teacher employment agencies advertise job openings for librarians for year-round work, and on the same page list openings in other fields for an identical salary but for only nine months work. The feeble reasoning given is that librarian's work goes on all year. But imagine, if you will, the college that changes its program into a trimester academic year—would you think for one minute that the administration would dare to say to the teacher personnel, "Since this change of policy, your services are needed for the full year, but you will receive no salary for this extra session."

The teaching profession has decided that twelve credit hours per semester is the normal teaching load, as compared to the previous load of fifteen credit hours. The claim is that they need time to improve their qualifications, time to do research, time to advance academically, time to prepare publications. They wish to do all this at a time when enrollments have increased by leaps and bounds and necessitate the hiring of additional personnel. By way of contrast, a few leading library figures are still advocating a forty-hour work week for librarians. Can any one imagine any writings, any research, any academic improvement, any additional qualifications, etc., being done with a work week such as that?

And what of the sciences? True, the science teacher is hard to come by, since there are so many openings in industry and in education. However, the scientists still insist on a constant improvement of intellectual qualifications, on research, on publishing, etc., despite the great need for more teachers. In the library profession, we speak of over 20,000 positions that remain unfilled today.

Although some colleges do not grant sabbatical leaves, there are many that do. There are some few librarians who have had sabbatical leaves, but they are the exception. Without a doubt there are librarians with ten and twenty

years of service, with doctorates, with two masters degrees in different areas, who have never had any kind of leave of absence with pay.

There are librarians, not many I admit, but still there are some who do not have tenure, who do not have a formal plan in regard to sickness and disability and retirement plans from the college of their employment. Some do have a formal plan, but at times this is inferior to the type granted to the teachers in that same college.

There are librarians who have faculty rank and faculty status and have never served on a single faculty committee; and there are many librarians who do not hold a position on the curriculum committee of their college—need we mention the consternation and confusion that results when a new subject area or new courses are introduced by the curriculum committee and then the discovery is made that the library has only a smattering of materials on the new subjects or the new courses.

It is still possible to hear an illustrious professor of librarianship talk about faculty rank and faculty status, and in the same breath warn about long and hard hours of year-round work, week-end work, and evening work—all of this without additional or maybe even less financial compensation.

No one doubts that there are some librarians who are inadequately trained, that there are librarians who will never advance academically, that there are librarians who do not merit faculty rank and faculty status—but no one doubts that there are also teachers who are inadequately trained, who will never advance academically, and who do not merit faculty rank and faculty status.

Why are there not more doctorates in the library profession? Is it because we are not academically capable? Obviously this is not the reason; rather I think the real reason is there is no academic ideal to look forward to. Academic achievement among librarians would improve if the same criteria were used for librarians as used for teachers; for example, participation in activities of library associations, research in library problems, reports and writing, educational improvements, and professional advancement. Given the ideal, the library profession would respond spontaneously.

We, who do have faculty rank and faculty status, should use it to the utmost in our work. Let us improve in our philosophy of librarianship, in our professional and community interests, in our scholarship, in our reading, and in our general education.

Librarians who do not have faculty rank and faculty satus should insist on obtaining it and using it. The only alternative is a secondary role of participation in the educational aims and objectives of their colleges. Education consists of a triumvirate—students, faculty, library. If you are not a part of it, your work is not complete.

BIBLIOGRAPHY

DOWNS, ROBERT B., ed. *The Status of American Colleges and University Librarians.* Chicago: American Library Association, 1958. (ACRL Monograph, Number 22).

FORGOTSON, JAME. "A Staff Librarian Views the Problems of Status." *College and Research Libraries,* 22 (July, 1961), 275-281.

LUNDY, FRANK A. "Faculty Rank of Professional Librarians." *College and Research Libraries,* 12 (January, 1951), (April, 1951).

LYLE, GUY R. *The Administration of the College Library.* New York, H. W. Wilson Co., 1961.

MCANALLY, ARTHUR M. "Privileges and Obligations of Academic Status." *Colleges and Research Libraries,* 24 (March, 1963), 102-108.

RORABACHER, LOUISE E. "A Look at Matters of Membership." *American Association of University Professor Bulletin,* 43 (September, 1957), 525.

SEIBERT, RUSSELL H. "Status and Responsibilities of Academic Librarics." *College and Research Libraries,* 22 (July, 1961), 253-255.

MEMO FROM THE ADDRESSOGRAPH DEPARTMENT

Anyone sending a change of address or a change of personnel for any of the mailing lists is asked to include the old address or the name of the former administrator, supervisor or director, whichever may be the case. This will facilitate the rapid handling of the change and enable you to receive all mail promptly.

Just Browsing

LIBRARY PRACTICE EXPERIENCE is required by many state departments for undergraduate students who take library courses. A manual, *Handbook for the Guidance of Students in School Library Internship* by Emily A. Copeland, Florida A & M. P.O. Box 542, Tallahassee, Florida, $1.75 is an outline of steps to be taken in planning, executing, and, evaluating library practice experiences.

MEDICAL LIBRARY INTERNSHIPS are being offered by Emory University and the University of California at Los Angeles for the 1964-65 academic year.

Inquiries may be addressed to: Miss Louise Darling, Librarian, Biomedical Library, University of California Center for Health Sciences, Los Angeles, California, 90024.

SHAKESPEARE'S FOURTH CENTENARY is being honored by Lehigh University with an exhibition in the University Library Rare Book Room of their Shakespearean Collection which is one of the finest rare book collections on the subject in the United States.

The exhibit opened in April and will continue through June.

Early editions of Shakespeare's collected works, some of the first criticisms of his writing, works of his contemporaries, as well as sources he used in writing his plays, *The Holinshed Chronicle* of 1577, and North's translation of *Plutarch,* dated 1579, are shown.

Outstanding editions of works by the playwright's contemporaries exhibited include those of Christopher Marlowe, Edmund Spenser, and Richard Hakluyt.

MOVING A LIBRARY is a chore. A Comprehensive monograph has been prepared by Peter Spyers-Duran, Assistant University Librarian, Wisconsin-Milwaukee, on the subject of moving books and libraries. The study and manual is an up-to-date, detailed, and well illustrated reference work covering a never before fully explored, and much neglected problem of library operations. This work describes the theoretical and practical approaches to moving 1,000 to 1 million or more volumes. The contents are aimed specifically at the person in charge of the moving, whether it be in a public, academic or special library. Copies are available at $2.50, postpaid from the Editor, Library Associates, University of Wisconsin-Milwaukee, 2500 East Kenwood Boulevard, Milwaukee, Wisconsin, 53211.

SCHOOL LIBRARIANS are blamed for not insisting on their needs. Mary V. Gaver, in "What Next in School Libraries?" ALA Bulletin, 58:124, February 1964 makes this statement: "Too many school librarians have been so habituated to a climate of poverty that they cringe at the thought of proposing a $35,000 appropriation to establish the basic collection for a new high school. Or, being accustomed to poverty of human resources in library services, they fail to interpret effectively to administrators and architects what the staff requirements of a new departmentalized materials center will be. Or, again hardened to poverty of clerical or professional assistance, they inflexibly refuse to have anything to do with extended hours of service or with new kinds of materials which offer greatly expanded opportunities for both faculty and students."

PROVERBS are often elusive. Librarians will be pleased to know that Barnes & Noble have recently reprinted *Racial Proverbs* compiled by Selwyn Gurney Champion. $12.50. The proverbs are arranged linguistically. There is a subject matter index and an alternative chief-word index.

CHILDREN'S BOOKS from foreign lands are being translated and published for use by our children. For those who are interested in these translations, Storybooks International, Box 11, Locust Valley, Long Island, New York, have compiled an annotated listing of translations arranged under country. The age level is also given. Cost $1.00.

THE AMERICAN LIBRARY ASSOCIATION has recently published three lists of interest.

The Young Adult Services Division has issued a list of 30 titles selected from 96 nominations. You will want to compare your holdings with the "Significant Adult Books for Young People," 1963.

The Notable Books Council has selected 50 titles for their "Notable Books of 1963."

A special committee of the National Congress of Parents and Teachers and the Children's Services Division of the ALA has published a revised edition of *Let's Read Together.* The latter list sells for $1.50.

HOLY CROSS PRESS, a new publishing house, will issue its first list of six books on May 1. The new publisher will specialize in books for children of the upper elementary and high school grades. Conducted by the Holy Cross Brothers, a teaching order, the books will be of interest primarily, but not exclusively, to Catholic children. Editorial offices are at Valatie, New York, and Holy Cross Press will handle its own distribution.

TRAVEL BOOKS have held the interest of readers from antiquity to the present day. The New York Public Library has published a paperbound book entitled: *Literature as a Mode of Travel; Five Essays and a Postscript.* It may be purchased from the Public Relations Office, The New York Public Library, Fifth Avenue and 42nd Street, New York 18, New York. Price $4.00.

A NEW NAME, new style, new format, and new dates mark the first number of volume 21 of the *Library of Congress Quarterly Journal of Acquisitions.*

It will now be known as the *Quarterly Journal of the Library of Congress.*

ART BOOKS are being published in great profusion. Many of them are very expensive. The Barnes & Noble "Art Series" bring color reproductions within the price of all. Most recent in the series are: *El Greco, Constable, Hiroshige,* and *Titian.*

RENEW YOUR MEMBERSHIP EARLY

CLA SCHOLARSHIP AWARD RECEIVED

Miss Mary Lucy Franzman, Chicago, Illinois, has been named the 1964 winner of the CLA scholarship for graduate studies in the field of library science. Miss Franzman was chosen from among twenty applicants on the basis of her scholastic record, qualifications, references and the need for financial assistance. The scholarship was awarded to Miss Franzman during the 1964 CLA Convention.

Miss Franzman is a graduate of Mundelein College, Chicago.

Dorothy L. Cromien, Rosary College, River Forest, Illinois, is the Chairman of the CLA Scholarship Committee. Members of the committee are: Sister Mary Clara, BVM, Mundelein College, Chicago, Illinois; Reverend Mario Pedi, OSB, Marmion Military Academy, Aurora, Illinois.

The CLA received from Miss Mary Lucy Franzman an acknowledgement of her CLA award.

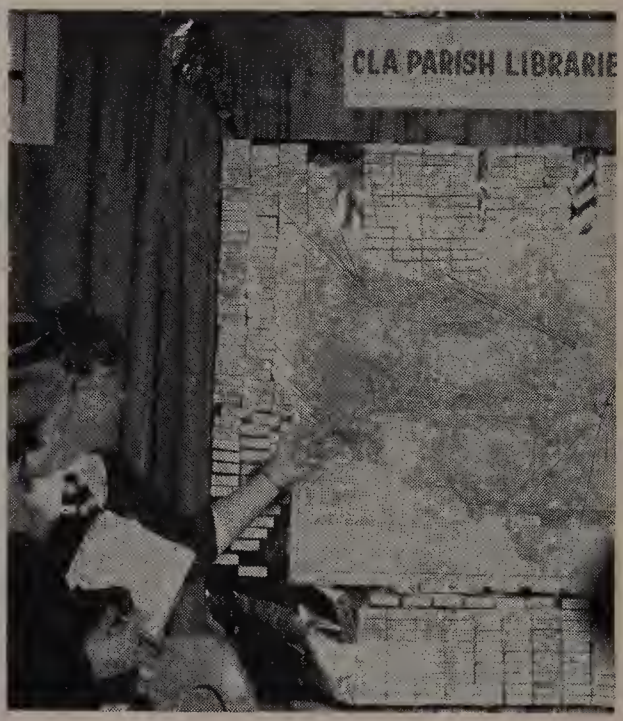
"It is with great happiness that I accept the Catholic Library Association's 1964 scholarship. I am certainly honored by your recognition, and hope that I may realize your confidence in my academic promise.

On June 24th of this year I plan to enter Rosary College's Graduate School of Library Science. The Catholic Library Association scholarship has made this early entrance to library school possible, and my earnest hope is that upon completion of the M.A. degree requirements, I shall be able to repay your generosity in some way by success in professional library work.

Again, I wish to express my gratitude for your interest in library school candidates like myself, who could not enter their chosen profession, were it not for the assistance of a scholarship program such as yours."

40th Annual CLA Convention, Detroit

Left to right: William Gillard, M. Richard Wilt, Rt. Rev. Msgr. Francis X. Canfield, Sister M. Claudia, I.H.M., Brother Arthur Goerdt, S.M.



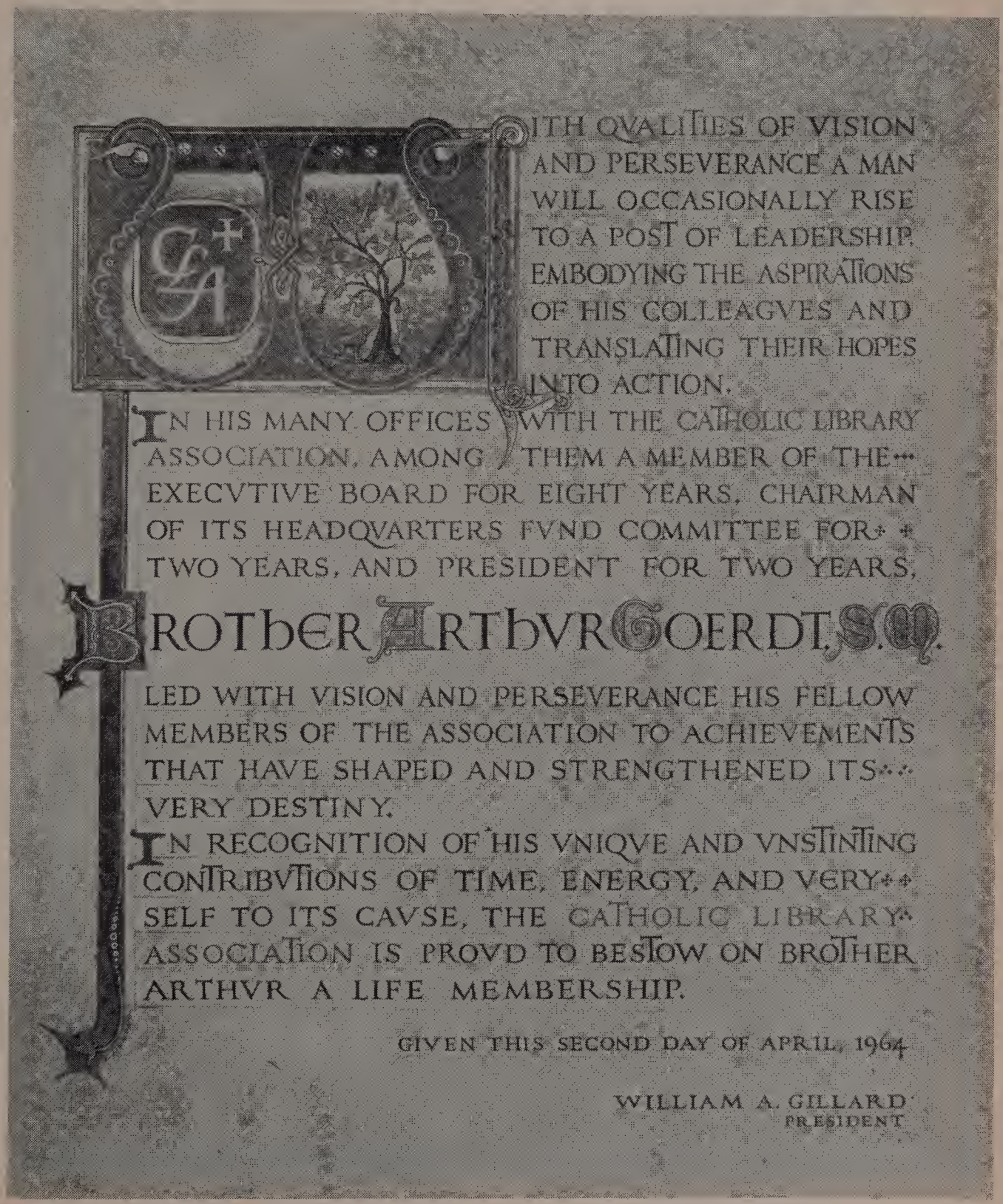
The Parish Section locates parish libraries on the map of the U.S.

Visitors at the CLA Booth.

LIFE MEMBERSHIP

PRESENTED TO

BROTHER ARTHUR GOERDT, S.M.


WITH QVALITIES OF VISION AND PERSEVERANCE A MAN WILL OCCASIONALLY RISE TO A POST OF LEADERSHIP EMBODYING THE ASPIRATIONS OF HIS COLLEAGVES AND TRANSLATING THEIR HOPES INTO ACTION.
IN HIS MANY OFFICES WITH THE CATHOLIC LIBRARY ASSOCIATION, AMONG THEM A MEMBER OF THE EXECVTIVE BOARD FOR EIGHT YEARS, CHAIRMAN OF ITS HEADQVARTERS FVND COMMITTEE FOR TWO YEARS, AND PRESIDENT FOR TWO YEARS,
BROTHER ARTHVR GOERDT, S.M.
LED WITH VISION AND PERSEVERANCE HIS FELLOW MEMBERS OF THE ASSOCIATION TO ACHIEVEMENTS THAT HAVE SHAPED AND STRENGTHENED ITS VERY DESTINY.
IN RECOGNITION OF HIS VNIQVE AND VNSTINTING CONTRIBVTIONS OF TIME, ENERGY, AND VERY SELF TO ITS CAVSE, THE CATHOLIC LIBRARY ASSOCIATION IS PROVD TO BESTOW ON BROTHER ARTHVR A LIFE MEMBERSHIP.
GIVEN THIS SECOND DAY OF APRIL, 1964
WILLIAM A. GILLARD
PRESIDENT

Justice and Charity

MRS. JOHN CHALBERG
St. Francis of Assisi Library, Brainerd, Minnesota

St. Francis of Assisi parish in Brainerd, Minnesota produced a Book Week program that could well be emulated all over the country. Mrs. John Chalberg, parish librarian, and chairman of the Duluth Diocese Library Committee, was the director. The mimeographed program carries on its cover a reproduction of the scales of justice and the quotation: "Blessed are they that hunger and thirst after justice."

It offers the following introduction:

"The theme of Catholic Book Week 'Read and Unite Our Changing World' offers many areas of study. The problem of civil rights which is causing much trouble and change in our country moved us to concentrate on this area. Tonight we present an evening of meditation to you—"

The production was simple, but dramatic. The curtain rose to a stage in darkness. A small reading light was turned on, dimly revealing a reader at a podium who read from Genesis. A second lamp was lit for the reading of the poem "Creation" by Johnson. Then a third light completed the arc, and the narrator and a chorus did excerpts from *John Brown's Body*. After the dramatic introduction, there were reviews of two carefully selected books, followed by the Bishops' statement on human rights and a prayer for "Justice with Charity."

The reasons for the selections were also set down in the program which says: "With the opening theme of 'Genesis' we are told of the creation of man, and his purpose. The colorful imagery of the negro poet expressing his idea of 'Creation' follows.

"The excerpts chosen from *John Brown's Body* recall the Civil War period. Of the great moments in American history, Stephen Vincent Benet chose this for his epic. We first hear about the author and his purpose. Then the tale moves to the slave trade, and the distorted idea that 'this is God's work.' The stories of the two heroes, Jack Ellyot from the North, and Clay Wingate from the South, follow. We conclude with the part played by John Brown in this agonizing period of history, and end with the word, 'Nothing is changed, John Brown, nothing is changed.'

"The second half of the program brings us to the present day. In the Thomas Merton essay, 'The Black Revolution,' we may find wherein we have failed, that our time should produce such writers as James Baldwin, whose *The Fire Next Time* is reviewed.

"The meditation reaches a fitting close with the Bishops' statement on human rights, and in the prayer which follows, we hope that each of us, Negro and white, may be moved by the spirit of justice with charity."

There is no doubt of the power of the impact of such a program. This was conceived and accomplished in a small parish, and could be reproduced with effectiveness in many institutions, both large and small.

* * * * *

BOOK FAIRS

"A Book Is To Own" was the theme of a conference on children's book fairs held at Pratt Institute on April 4, 1964. One hundred and fifty librarians, parents, authors, publishers and book fair consultants attended the workshop and visited the model fair of 500 carefully selected titles. Emphasis was primarily on children's fairs sponsored by PTA groups. The Children's Book Council was advisor of the event. Sister M. Eone, C L A Book Fair Chairman, represented the committee.

* * * * *

THE HEADQUARTERS BUILDING FUND REPORT

The next Headquarters Building Fund report will appear in the September issue of the CATHOLIC LIBRARY WORLD.

Permanent Binding Records for Periodicals

Dr. Victor Novak
Varsi Library, University of Santa Clara
Santa Clara, California

An ever expanding rate of new subscriptions for periodicals presents the librarian with an increasing number of responsibilities regarding receipt, recording, servicing, and preserving them for future generations.

While there is some literature regarding various problems of periodicals from various aspects, such as binding time for periodicals, binding of periodicals in public libraries, or problems concerning periodicals in a small college library, to mention a few, this writer has come across only two references regarding permanent binding records in the library literature for the last fifteen years.

The first account of binding record is Robinson's *A Permanent Binding Record for Periodicals* as used at the University of London Library. This record, prepared in duplicate, gives the following information: Title, Call mark, Name of binder, Color, Pattern or rubbing, Lettering, Instruction for all volumes, Title page and index, Date of volume, Date Sent and Received, and Notes.

Under these headings it is possible to give all the essential information of importance to both the binder and the person preparing periodicals for binding. While the inclusion on the binding record of most of the headings enumerated above is obvious, some explanation on certain ones may be desired. For instance, *Name of the binder* heading is necessary because the University of London Library uses services of three binders. Or, *Instructions for all volumes* is used to designate information on which plate is to be used (e.g. Medical Library plate). Under the *Title page and index* all the peculiarities regarding these two may be declared (e.g. Two title pages provided but only one index. Bind index at the end of volume 2). And, finally, the heading *Notes* may be used in connection with specifics for one volume only (e.g. Bind supplement in its wrappers at end of volume).

Although the size of the binding record card is not stated, it appears to be 4″ x 6″ and each card could be used for some twenty individual volumes of the same title. One copy of the record is used as a shipping list and the original is kept on file in the library. When volumes are returned from binding, the cards are removed and interfiled with the library copy.

Miss Robinson lists four advantages for the University of London Library binding record: 1. No list need be typed for each consignment. 2. There is nothing to look up when the parts of a completed volume reach the binding assistant. All the necessary information is on the card. 3. Volumes waiting to be dispatched to the binders but are still in the library can have their binding cards put in a "pending file" behind the binding file proper. 4. The cards for all periodicals bound, however many binders are employed, can be filed in one alphabetical sequence.

A second discussion concerning a binding record is Stevens' *A Simplified Record System for Binding Preparation* as used at the Ohio State University. Under this title Stevens explains a change from five alphabetical files of serial titles to one record file of *all* serial titles, i.e. a change from five binding records into one. The responsibility for the binding according to this new system has also been placed in hands of one department instead of several departments in the old system.

The 3″ x 5″ binding record cards contain the following information: Title, Author, Instructions for binder with space provided for Call numbers, space for code for the bindery at which the books are to be bound, and space for pattern. The lower part of the card is intended for entering the number, parts and year of a volume to be bound, and there is space provided for dates, i.e. when the volumes are sent and returned.

When serials are sent to either of the two binderies Ohio State University is utilizing, a Photoclerk copy of each card is made and sent along with the periodicals. This copy is thus used as a shipping list. When bound volumes are returned, these Photoclerk copies are also returned and are used to stamp return date on

the serial binding cards and are also used to enter the volumes on the permanent Central Serial Record.

The advantage of this new system is essentially that of speed: While serials were, in the old system, unavailable for use from four to six months, their unavailability for use is now reduced to six to seven weeks.

Robinson's study has been presented above in some detail because it is believed that the *Journal of Documentation* in which it appeared is less widely distributed in this country than the *Library Resources and Technical Services*.

A third kind of a permanent binding record is the one used at the University of Santa Clara Library for the last five years.

This binding record had been started from scratch in 1958. We are using Gaylord's No. 45 forms which are actually book cards, 3″ x 5″ in size and of white stock. The only reason for using these forms is the fact that we had them on hand when the record was being prepared. The information at the head of the card consists of four items: Title, Volumes, Index, and Bind. The twenty-six lines on the card below the heading and on the reversed side are used to mark the volumes and dates of periodicals when we prepare them for the bindery.

The Title of the magazine is spelled out in the manner we want it to appear on the spine, e.g. for the Bulletin of the American Physical Society we use AMERICAN PHYSICAL SOCIETY BULLETIN.

The Volumes line states the number of volumes published per year. This information is useful when a magazine is published in more than one volume per year.

The Index column states the following variations: "none" if no index is published; "within" or "within loose" if the index is found in the last issue of the volume; "separate" is used if the index is published some time after the volume is completed. To the term "separate" other information regarding publication of an index is added, such as: "separate—one year late," or "separate—request each time."

The experience shows that the indices are an important part of the volume.

It may be interesting to mention briefly a survey of 900 periodical titles regarding the publication of indices. Of the 900 titles surveyed 78 per cent publish an index in the last issue of the volume either within the last issue or separately but attached to the last number of the volume, or they don't publish any index; the remaining 22 per cent of journals fall into category where indices are published separately and are sent with an issue of the following volume, or are sent separately and some time after the volume is completed, or are published cumulatively for two volumes, or must be requested each time a volume is completed.

And finally, in the Bind rubric we indicate months of the year of the issues to be bound in one physical volume (e.g. Jan.-March; April-June; etc.), the number of issues that go into one (e.g. 1-3; or 1-4; or the like), or the combination of the two (e.g. February 1962-January 1963, 12 numbers), and other pertinent information such as with which part of the volume, an index is to be bound in cases where one volume of a periodical form two or more physical volumes.

The most consuming task when preparing a permanent binding record is the time spent in establishing policies of various periodicals regarding publication of indices. In this respect we have found the *Ulrich's Periodicals Directory* and the *Faxon's Librarians' Guide* very useful. In addition we have examined bound volumes of the titles for the past publishing history and in a few instances we have contacted the publishers from whom we have sought needed information for certain titles. After this initial research the typing of the record cards does not consume much time. The record can be kept up to date with a minimum of effort. Current changes in publishing policy are usually announced by the publishers and the record can be changed accordingly, and if the changes take place unannounced they can be recorded as soon as they are established.

Is the time put into preparation of a permanent binding record worth the effort it takes to compile it? We must answer this question in affirmative for the following reasons:

1. Before we had this record, over one hundred volumes had gone to the binders without the indices which had been accumulating in the two boxes. Within the last three years there has not been a single instance in omission of sending the indices together with the volumes.

2. Since the permanent record cards are arranged in the same alphabetical order by title of the magazine as periodicals on the shelves the person preparing periodicals for the binder simply moves from item to item and from card to card. A quick glance at the record enables one to see what is there to watch for: when a volume begins, when it ends, whether there is a separate index to watch for. There are no walks necessary to the stacks or to bibliographic sources to establish this kind of information.

3. There are some titles in the library which are received in duplicate but as a matter of policy only one copy needs to be bound. Since all volumes previously sent to the bindery are indicated on the record the duplicate copy of a volume is prevented from being sent to the bindery.

4. Most colleges receive numerous periodicals which may not be considered essential for the program of the school and yet they want to keep these materials temporarily; the record can be used to indicate how or for how long to preserve such items, e.g. "perfect" bind, "keep five years," etc.

5. If the record is prepared in duplicate, one copy can be used for the library file while the other can be sent to the binders with volumes. We are still preparing the typed lists for the binder because we find it more convenient to check the volumes off of a list when they are returned. By having the list typed, the cards of the latest load may be interfiled with the record immediately after the list is typed; the record may then be used for the next round.

6. A record eliminates the writing of titles each time the periodicals are being prepared for the binding.

7. The difficulties which are sometimes encountered with periodicals in foreign languages may be cleared once and for all. Meanings for Band, tom, tomo or tome, Heft, fascicolato, numero and the like, as well as practices regarding tables and supplements can be established once and noted on the record.

8. And finally and perhaps most importantly the indices, when published separately, need not be missed since this fact is evident on the

The Guide to Catholic Literature

published by

The CATHOLIC LIBRARY ASSOCIATION
461 West Lancaster Avenue
Haverford, Pennsylvania 19041

The GUIDE TO CATHOLIC LITERATURE offers a coverage of books by Catholic authors and a selection of books by non-Catholics on subjects of interest to Catholics, with a full bibliographic description. Notable foreign language titles, juvenile books and pamphlets are also included.

The annuals of THE GUIDE TO CATHOLIC LITERATURE published by the Catholic Library Association continue the coverage of Catholic literature begun by Mr. Walter Romig in 1940. The six cumulated volumes to date include publications from 1888 through 1959. All volumes are available from the Catholic Library Association at the prices listed below:

Volume 1, 1888-1940 ..... $20.00
Volume 2, 1940-1944 ..... $10.00
Volume 3, 1944-1948 ..... $15.00
Volume 4, 1948-1951 ..... $15.00
Volume 5, 1952-1955 ..... $15.00
Volume 6, 1956-1959 ..... $17.50
Volume 7, 1960-1963 .....
(To be published in 1964)

STANDING ORDER: $9.00 per year (includes bound cumulation)

NON-STANDING ORDER: $6.00 for each paper annual

record, and the volumes may then be left on shelves or placed on special shelves to await indices.

If we are to compare some aspects of the three binding records discussed we may state the following observations:

It is not mentioned in the respective articles cited that any of the libraries mentioned above catalogue their periodicals (although a call number appears on both the University of London and the Ohio State University binding records). It is evident from the three binding records described that as far as the arrangement of titles for binding is concerned, the title is the important thing. The records of the three libraries have their binding records arranged in alphabetical order by titles of magazines. This is the only detail common to all three binding records.

Both the University of London Library and the Ohio State provide all the information for the binder. The Santa Clara system on the other hand advises the binder only at the beginning of a new title and in cases when parts of a dead set had been acquired and are sent to be bound. In all instances the Santa Clara uses Gaylord's No. 2 forms, which are 3″ x 5″ slips with headings for the *Lettering for Back, Style,* and *Other Directions*. The binder is responsible for identical appearance of all consequent volumes he binds. Unless the code or pattern where it is given on a binding record embraces all the information the binder must know (i.e. the type of sewing, style, color, lettering, etc.) the code or pattern is practically meaningless.

While the University of Santa Clara binding record is prepared exclusively from the point of view of the librarian who prepares volumes for binding, having completeness of volumes including indices in mind, this view is also evident from the University of London library binding record. The Ohio State University on the other hand seemingly disregards this point.

As far as entering of volumes on the record is concerned, the three libraries indicate them as follows: The University of London and the Santa Clara start entries at the top of the card; the Ohio State University on the other hand starts entries on the bottom. The latter uses bottom start purely because of a technical reason and that is the masking of volumes returned. The masking of volumes previously bound indicates to the binder on a Photoclerk copy, which volumes of a title he is receiving with a current binding load. The University of London Library has its record in duplicate, one copy for the library file and the other copy serves as a shipping list. And the Santa Clara types a shipping list each time volumes are sent to the bindery.

And finally, in regard to equipment, the Ohio State University seems to be the most advanced of the three libraries. Its VISI record file system with 13,000 cards capacity and now containing some 12,500 cards measures 34″ x 24″ x 29″. The University of London Library uses boxes 6.5″ x 4.5″ x 9.5″. One box holds cards for 2,000 volumes bound annually. And the size of the University of Santa Clara box is 4″ x 4″ x 12″ which contains over 900 cards and has a maximum capacity for 1,200 titles.

From the foregoing it may be recognized that a permanent binding record is an invaluable tool in serials departments of college, university, and research libraries. While the three examples of binding records described vary considerably, any serials department, whether its periodicals are kept in one place or if they are scattered in the subject departments of a library or libraries, may adopt features most useful for their own arrangement. In addition, many possibilities not explored in preceding pages may be employed. For example, the cards used for the binding record may be of different colors, each color could indicate one binding firm; or the head of the card may be typed in black or red for the same purpose or for different kind of binding, such as HOME BOUND titles in red ink for example and COMMERCIALLY BOUND volumes in black. Similar distinctions may be made for title coming to the Central Binding Departments from various departments of the library, if such distinctions should be necessary. No matter how simple or how complicated a binding record may be, its usefulness and justification for the cost of preparation of one can not be disputed. Although our collection at the time we started the record consisted merely of some 500 titles, we are now wondering how did we do without it. Some

(Continued on Page 567)

To the College Faculty

WINIFRED PABLO
Dunbarton College, Washington, D.C.

I am not here to extol the college library nor to tell you that we have an outstanding collection of books. That is unnecessary, for the library is like the truth, it needs no defense. I am here, however, to urge you to utilize its resources. This can be done in three ways: by knowing what books or other printed material we have, by making assignments based on the collection, and by requesting the services of the reference librarian.

According to generally accepted standards the budget for a college library should be 5% of the total college budget; our library budget exceeds 8%. Since the administration allocates funds in excess of what is expected, and has increased the library staff, one must conclude that the library is expected to perform vital services both for the students and the faculty.

Only you, the faculty, can channel the students' interest to the library by your own attitude toward it and your reliance on its resources. You cannot urge the students to use the library unless you know what is available.

Before proceeding to the sensitive area of assignments, let me point out what one can expect to find in a college library. Quoting from an article published in *College and Research Libraries* in September of 1963, "The library has a dual purpose with respect to students and faculty: 1) to constitute part of the instructional program and 2) to develop the student's habit of self-education through familiarity with bibliographic method of resources and the encouragement of independent work."[1] According to this same article, this is what one should expect to find in a college library: "The library should provide a well selected, constantly weeded, and live collection of books and other materials covering broadly the humanities, the social sciences and the sciences. It should have a small reference collection at the introductory level, and a number of good quality journals, then, one should not expect to find specialized material or exhaustive treatment of a subject as one would in a university library.

Now, to be specific, what are fair assignments involving the use of the library? They are those based on the books actually in the library. It is unfair to expect students to go to the Library of Congress, where even graduate students have been requested to curtail their use of its resources, or to go consistently to other libraries. The students pay a library fee and the administration supplies whatever is requested by the library.

At this point I must remind myself that instructors are touchy and want no unsolicited advice concerning their courses. Webster defines touchy as "Those areas not to be touched except with care and tact." It is my intention to heed that warning. If you make assignments based on books not in the library, you will have impressed your students, and irritated them, and in a subtle way have downgraded the library in their minds. You will also have planted a dark suspicion in the minds of the librarians that either you do not know what is available in your own area or that you are indifferent to building it up. I am not talking about interlibrary loans. They may become necessary because a book is out-of-print or its limited use would not justify its purchase. But to order books because, "If I order through the book store, they will not arrive in time for my class," is an astonishing admission of tardy planning.

Finally, I come to the third way in which you may utilize the resources of the library: by requesting the services of the librarian. Librarians know that rarely will a faculty member accept aid from a librarian except on a basic level. We appreciate your feelings and respect your reticence, but nevertheless, librarians have had experiences and can often suggest leads to information.

In conclusion, you may utilize the resources of the library by knowing what is available in the library, by basing your assignments on that knowledge, and by requesting the services of the reference librarian.

---

[1] HARLOW, NEAL. "Levels of Needs for Library Service in Academic Institutions." *College and Research Libraries*. v. 24. p. 360, September, 1963.

BOOKS AND BANDAGES

Contributing Editor
Sister M. Berenice, RSM
Mercy Hospital, Buffalo, New York

CHALLENGES OF HOSPITAL LIBRARY COMMUNICATIONS

Morris C. Thomas, M D
Director, Veterans Administration Hospital
Syracuse, New York

The progress of medicine and the advances in patient care are requiring hospitals to meet new and unexpected challenges every day. Hospital librarians, as a vital part of the hospital staff, have an inescapable share of the responsibility of facing up to these, just the same as their administrators. The complex organization of the hospital, with segmentation into highly specialized groups, has altered the freedom of interpersonal relations and has compromised the traditional means of communicating. Communications within the hospital staff have become more difficult and more demanding.

The word "communictions" slips easily, and even appropriately into the phrase "channels of communications." The greatest challenges of hospital communications will be found in and along unused channels of communication.

Libraries are in a major transition period. They are and will continue following and expanding in those channels created by effective communications. I visit hospitals occasionally and enjoy the conducted tours. Somewhere in the building, my guide will open a door and announce proudly, "This is our library. We have over 2,000 volumes." The room is quiet and glistening clean, as a library is supposted to be. If the books dared to whisper, too many would say, "I haven't been opened since I was purchased."

Time was when libraries were in the possession of a few and were supposed to reflect the financial status of the owner. Public and university libraries inherited much from private libraries — vaulted ceilings, subdued lights, stern orderliness, stringent regulations — and SILENCE.

The fabulous expansion amongst the technical sciences, with a new breed of scientists who refused to accept without question the laws of nature, or of librarians, proved that libraries were not just a storehouse of knowledge, but an indispensable ally and collaborator in the progress of knowledge.

The changing appearance of a medical library illustrates this trend. One physician may be reviewing and comparing data from half a dozen books at the same time. A group of physicians in another corner are discussing a diagnosis and therapy. Books and journals are pulled from the shelves and join the growing stock. The furnishings include lounges and easy chairs. The medical librarian at her desk may be poring through the reference sources, listing articles for the Chief to review. The impression gained is one of comfort, service and utility. If this new challenge is good and proper for a medical or technical library, why cannot the same principles be applied to all general libraries? I believe they can and should.

We have paid too little attention as hospital administrators to the place of the hospital library. We know it exists and may take visitors there on occasion. We acknowledge the gifts of generous donors, but question the attitude of the librarian when she discards those Tom Swift books, or a complete set of 1948 Time magazine. The library is remembered as a convenient place to balance a budget, for the complaints of a librarian are minor when compared to the wrath of the Chief of Staff, or a Chief Nurse. Anyway, books should last indefinitely with proper care. We, as administrators, probably would be satisfied to let librarians continue in this unobtrusive manner, except that "new occasions teach new duties."

The working channels of the library go in three directions—toward patients, toward visitors and toward the hospital staff, excluding here the medical staff. These should be visualized as tidal channels, since the flow of information moves in two directions—out of and in to the library. The usual hospital library has a traditional and fairly well defined relationship with patients. The channel to staff varies widely between hospitals; in some it is a mere trickle,

while in others it has become a well defined stream. Service to visitors is almost nonexistent. The challenge and objective is to develop these potentials to the fullest and, in so doing, enhance the contribution of the library to all facets of patient care.

Communications and communicating, as you will learn, take many forms, but the two most important probably are a little talking and much listening. A good explorer will ask questions of those who may have traveled a certain route and then listens to their descriptions. He may alter his own route for some particular reason, but he will not ignore the information obtained. The scientists and the physicians told us what was required in their libraries and we listened. If we hope to explore and meet the challenges presented to our general library, we must start by asking questions of those who have used, or may use it and listen intently to their replies.

Visitors are essential to the morale of patients, but excessive visiting can be demoralizing to both patient and hospital. Sitting with the sick continues as a tradition, but the vigil is more likely to be in the lobby or ward waiting room rather than at the bedside. We complain about the inadequate and inaccurate information exhibited by visitors, but ignore the opportunities to help them and to convey our story to them. I have spent time as a patient's relative in hospital waiting rooms. If you have never been in a similar role, may I suggest that you sit in a waiting room for an hour, doing nothing but listening. I wonder if lawsuits have their beginnings there, where relatives have nothing to do but think of all the unpleasant things that might be happening.

Hospital libraries could open a channel to our visitors. The existing library, if convenient and reasonably accessible, would be a natural starting point. A room adjacent to the main lobby might be considered for a reading room. Most important, setting up small collections of reading material in the ward waiting areas deserves serious thought. Unfortunately, the benefits hoped for may be offset by repeated losses from carelessness or deliberate pilferage.

The interests of visitors can be learned through communications — the act of asking questions and listening. You, as librarians, meet visitors in the room of patients. You could extend these contacts to other areas within the hospital. Your volunteers can be an excellent source for information. Staff personnel may give some assistance. Very likely the suggestions you obtain will be for current magazines, books of short stories, collections of standard poems, books on religious themes and even comic books of an acceptable type. The requests may be a shock to your ways of thinking. Remember these visitors are not seeking intellectual advancement, but only temporary relief or escape from mental turmoil and anxiety.

We have given very little consideration to our librarians in the planning of health education programs for the hospital and community. Although explorations in this direction seem practical, they must be undertaken cautiously and only with the full cooperation and approval of the physicians, nurses, dietitians, or others who may have the primary responsibility. There are excellent books on medical subjects which were written for lay people and which may be recommended by the hospital staff specialists concerned. A small reference section of these books could supplement the instructions given to families by staff personnel. Brochures and pamphlets on medical subjects are available from many sources, probably would be given staff approval and would be or should be of interest to visitors. The wise librarian will seek advice and guidance, a form of communication, before initiating such a program.

The library channel to patients needs a major review and overhaul. We make it a point to offer library service to the patient as soon after admission as possible. The patient, not knowing what is in store, anticipates catching up on all his or her neglected reading. By the time the patient can or feels like reading, the physician has written the discharge order and the books go back to the library untouched. This may be good for circulation statistics, but it has been a waste of the librarian's time plus the wear and tear on the books.

Hospital librarians, have learned something of medicine by exposure and assimilation, if not by formal education. A little communication with the ward nurses or with the patient will inform you about his reading possibilities.

Time and efforts can best be channeled to those who will profit most from your services.

The introduction into hospitals of progressive medical care and particularly the convalescent self-care units, along with the trends for day care and diagnostic facilities, will become a major challenge to librarians. These patients, with time to spend, will turn more and more to the library for diversion and information. You will have to learn all you can about the units from your medical staff, the physiatrist, and the nursing service, then make your plans accordingly. As patients come and go, you will have to learn from them their likes and needs. You may discover that the traditional and classic rules of library administration will be altered as the library becomes a social center. You will find, if you make known your willingness to help, that the staff will refer patients to you for specific assistance. The multiple side channels of communication which this one new activity can open are equally challenging and intriguing.

The assistance given to the medical staff by librarians requires no discussion with this group. The time has come, however, for librarians to turn around and look at the rest of the hospital staff. There is little resemblance to the staff of a few years ago. The intricacies of hospital services, administration and patient care require an increasing degree of specialization in every employment category. Hospitals, more from necessity than from choice, are introducing and expanding training programs to meet these changes. Older employees must learn new skills, technics and procedures. Qualified new employees in many fields are in short supply. Greater emphasis is being placed on self-advancement and self-development. If hospitals pursue these in a serious manner, they are obligated to provide some, if not all, of the resource and reference material. If the material is provided, it seems only logical that it be available through the hospital library. Immediately the blueprint of a new challenge to communication unrolls.

The information about staff programs will come to you by the grapevine, by requests from employees and, rarely, by written memoranda. You may learn of these at staff meetings, if you

CATHOLIC PERIODICAL INDEX

A publication of the CATHOLIC LIBRARY ASSOCIATION.

A complete author and subject index to periodicals from the United States, Australia, Belgium, Canada, England, France, Germany, Ireland, Italy, Spain, and Vatican City. Significant articles from an additional hundred periodicals are indexed selectively. The Index is particularly strong in the fields of Theology, Church History, Biblical Studies, and Religion in general. According to actual samplings, however, seventy percent of its entries deal with other subject areas, such as Agriculture, Anthropology, Art, Education, History, Journalism, Library Service, Literature, Medicine, Music, Nursing, Philosophy, Political Science, and Sociology.

The INDEX is published quarterly with a two year permanent cumulation.

The INDEX is sold on the service basis with the minimum rate of $10.00 annually. The introductory rate is also $10.00, and the end of the first year, the rate for the continuing years is based on a service charge of $.85 for each periodical received in the library and indexed completely in the CPI.

Address inquiries to: THE CATHOLIC PERIODICAL INDEX, 461 West Lancaster Avenue, Haverford, Pennsylvania, 19041.

are fortunate enough to be included. You hear about it in the cafeteria or the coffee shop. The Personnel Director usually is responsible for most training, or can direct you to the ones concerned. You listen, then you plan and some day your chance may come to present your suggestions.

Books and magazines for staff use should be kept together. If you are permitted to have a sizeable collection, then a breakdown by departmental subjects is desirable. Employees may have to be led into the library, just as water has to be led into a new channel. Lists of reference books and especially notices of new administrative or technical books should go to each departmental supervisor. Poster displays and notes on the personnel bulletin boards will attract some employees. A column in the house news publication should bring some returns. Visual communication may be more effective at times than auditory.

There is one more channel of communication. It is the most important one, because it feeds all the other channels we have talked about. This is the one between the librarian and the administrator. It varies widely in freedom of flow, volume and directness. Any obstructions that exist must be cleared by joint effort, since each shares the responsibility for maintaining this channel. It undoubtedly offers the greatest challenge to hospital librarians.

Administrators are presumed to be so busy leaping from one crisis peak to another, that they cannot bother with the library in the valley between. Librarians, like other employees presume to know how busy the administrator is and do not want to bother him. Neither of these presumptions is correct. Administrators do not appreciate being bothered. They do appreciate listening to a well thought out idea, presented in a concise and factual manner. There are certain hospital officials who must be given priority on available time. Others must wait their turn. The administrator learns quickly who can give the most information in a brief period of time and allocates his appointments accordingly.

I have placed the major responsibility for developing the library on you as librarians. You are a professional staff assistant and should be capable of making plans. The administrator must rely upon you to search out ways in which your library can expand and improve the services of the hospital. He must depend upon you to work out the "how, who and what" of your ideas and to condense these into specific recommendations. These recommendations become an immediate basis for discussion, may have to be modified, but rarely will be ignored completely. This might be summarized by paraphrasing an old saying to "An administrator will find a way for a librarian who knows where she is going."

The administrator, in turn, must recognize that communications must be two-way with the librarian if she is to attain the status of a contributing staff assistant. Her position in the organization structure frequently is a clue to the importance—or unimportance-attributed to her services. She should attend appropriate staff and planning meetings, and be given the opportunity at times to present her ideas. She definitely should be included when training plans are being developed which might or do include the use of library facilities and materials. She deserves to be heard in conferences with the administrator and to learn directly what is expected of her. The administrator, in other staff planning conferences, must recognize where the librarian might be of assistance, let her know about these possibilities and encourage her to develop them further.

Challenges of communications between the library and every administrative, professional and service activity of the hospital are always present, if we take the time to look and to listen. It is the responsibility of the administrator to provide the enabling policies and the material assistance to meet them. It becomes the full responsibility of the librarian to explore and exploit these challenges to the maximum and to search out acceptable solutions through the effective use of the art of communication.

Binding, Records (Continued from Page 562)

answers to this question could be provided but we don't think this to be necessary.

REFERENCES:

1. *ASLIB Proceedings,* 11:237-9, October, 1959.
2. *Journal of Documentation,* 14:12-13, March, 1958.
3. *Library Resources and Technical Services,* 6:250-54, Summer, 1962.
4. *The Library World,* 61:185-8, March, 1960.
5. *Southeastern Librarian,* 9:119-23, Fall, 1959.

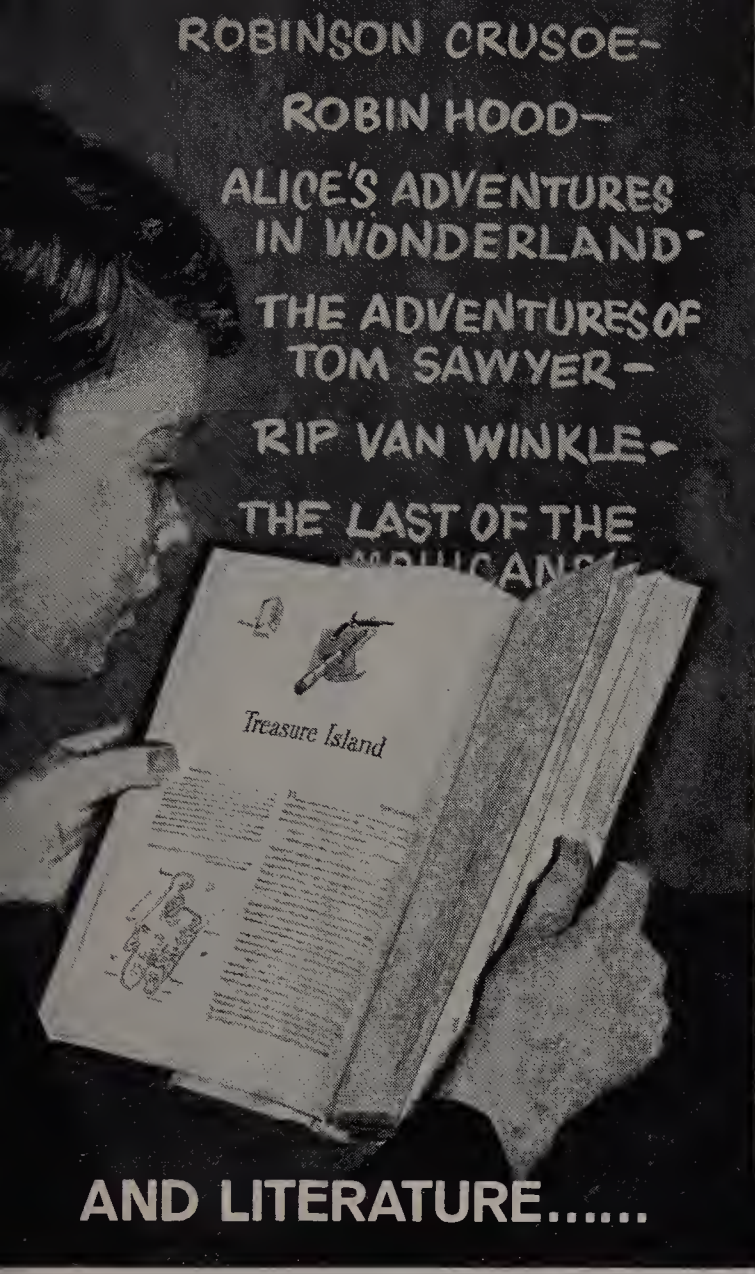
THROUGHOUT THE ELEMENTARY GRADES, THE BOOK OF KNOWLEDGE—WHICH IS OUTSTANDING IN THE CURRICULUM AREAS OF SCIENCE AND SOCIAL STUDIES— IS EQUALLY EXCELLENT IN THE FIELDS OF.....

ART.....

Designed for thorough coverage of every curriculum area, The Book of Knowledge places as much emphasis on the great basic subjects in the arts, as it does on science. Teachers and librarians who recognize the vital necessity of stepping up science and social studies teaching are grateful that The Book of Knowledge continues to emphasize, as well, the literature, music and art without which the child cannot become a wholly developed adult.

Because of its unique subject arrangement, many children can use the set simultaneously as they explore different aspects of the same problem. Because The Book of Knowledge has both an index and a table of contents, it is unsurpassed as an aid in the teaching of index and reference skills and prepares pupils for standardized tests in reference skills. Continuously revised and updated, The Book of Knowledge is THE encyclopedia for classroom and library use throughout the elementary grades.

THE GROLIER SOCIETY INC.,
School and Library Division • A Division of Grolier Incorporated
575 Lexington Ave., New York 22, N.Y.



AND LITERATURE.....

AND MUSIC

LANGUAGE ARTS
In richness and diversity of literature, The Book of Knowledge is outstanding among encyclopedias. Its wealth of stories, poems, biography and world-wide literature uniquely enriches the language arts program.

MUSIC AND ART
With more than a thousand reproductions of famous masterpieces, with articles about the origin and development of art forms, with fascinating descriptions of musical compositions, The Book of Knowledge reinforces the music and art programs.

SCIENCE
No other children's encyclopedia covers so much science material, with such careful attention to the child's level of comprehension.

SOCIAL STUDIES
Unsurpassed as a resource in this field, The Book of Knowledge presents information required by courses of study in elementary schools throughout the entire country.

MATHEMATICS
The Book of Knowledge more thoroughly covers the current approach to developmental mathematics than any other encyclopedia. Helpful articles for the teacher as well as stimulating information about the history of numbers and measurement enrich the entire mathematics program.

HEALTH EDUCATION
From the structure and functions of the body to the use and care of athletic equipment, The Book of Knowledge implements the whole health education and recreation program.

THE BOOK OF KNOWLEDGE

20 volumes — 8,000 pages — of enrichment material for classroom and library. Quick fact-finding cross index, plus concise fact entries. 13,500 illustrations (2,100 in color): big, dramatic bleed photographs, drawings, modern charts and 325 maps.

CHILDREN'S BOOKS

Contributing Editor
SISTER M. ETHELDREDA, R S M
Mt. Aloysius Junior College
Cresson, Pennsylvania

BIOGRAPHY

KENNEDY, JOHN FITZGERALD. *Profiles in Courage.* New York, Harper & Row, 1964. 164p. $2.57 net

This Young Readers Memorial Edition of *Profiles in Courage* contains a six and one-half page Foreward by Robert F. Kennedy. The proceeds from the Foreward will be given to the John F. Kennedy Memorial Library. Even those who have read the first edition will be attracted to this one. Harpercrest binding makes it most durable as well as attractive.

TRUE STORY BIOGRAPHIES. Chicago, Childrens Press, 1964. $2.63 net

The eight books in this set deal with men whose diversified careers have affected the lives of many people. Although they accomplished their life's work in different parts of the world and under different circumstances, they had some common characteristics. Theirs was the courage to attack problems, sometimes of staggering proportions, and theirs was a sense of responsibility for others which often required utter forgetfulness of self to all comforts and conditions of safety. Contrary to what the word "story" in the title of the series may seem to imply, the biographies are factual and convincing. Ages 10-14. The set includes the following titles:

REYNOLDS, REGINALD. *Gandhi, Man of Peace*

HOUGHTON, RICHARD. *Lord Nelson, Naval Hero*

MERRETT, JOHN. *Albert Schweitzer*

HOLWOOD, WILL. *Sir Francis Drake, Privateer*

HOLWOOD, WILL. *Captain Scott at the South Pole*

ARNOLD, RICHARD. *David Livingstone, Explorer*

GIBBS, PETER. *Cecil Rhodes in Africa*

FABER, DORIS. *Horace Greeley, the Peoples' Editor.* New Jersey, Prentice-Hall, 1964. 78p. $2.84

This "Junior Research Book" designed for readers 8 to 11 years of age, presents the highlights of a life of service for others. Horace Greeley, as an editor of the *New York Tribune,* fought for solutions of some of the serious social problems of his day. He was concerned about Abolition, factory wages, temperance and women's rights. Books like this continue to show the important part played in such issues through the medium of the press.

ORBAAN, ALBERT. *Forked Lightning; the Story of General Philip H. Sheridan.* New York, Hawthorn, 1964. 189p. $2.95

This addition to the "Credo Books" is a well-written, lively account of one of the great leaders of the Civil War. The title was suggested by a combat reporter's remark when he said that Sheridan "carries the forked lightnings on the battlefield, his brigades swarming forward under his lead like the nimbus of a storm. . . . Sheridan is more than magnetic, he is electric." But it was not only as a general that he won esteem as is evident from the words spoken by Cardinal Gibbons in St. Matthew's Cathedral at Sheridan's funeral. "Bear him to his last resting place, carry him gently, lovingly, and though you may not hope to attain his exalted rank, you will strive at least to emulate him by the integrity of your private life, by your devotion to your country, and by upholding the honor of your military profession." Ages 10-14.

BORN, FRANZ. *Jules Verne, the Man Who Invented the Future.* Translated by Juliana Biro. New Jersey, Prentice-Hall, 1964. 182p. $3.13 net

This is a fascinating biography of "the prophet of the age of technology." It deals mostly with Verne as a writer of Science Fiction. The book was first published in Germany in 1960 and has now been adopted for official reading in the public schools of Bavaria. Dur-

Facing this problem?

New library... few periodical backfiles?

University Microfilms solves it inexpensively

Acquiring periodical backfiles is no longer a big problem for new school libraries. The backfiles of most periodicals on school reference lists are now on microfilm—and available at costs no greater than binding.

This modern reference method—used by university and public libraries—provides distinct advantages. *It ends clipping, defacing.* Files are compact—save 94% of the space required for bound volumes—solve storage problems for generations.

Write for the bulletin, *School Library Services,* for complete details, titles, prices.

UNIVERSITY MICROFILMS, Inc.
313 N. FIRST STREET, ANN ARBOR, MICHIGAN 48107
SUBSIDIARY OF XEROX CORPORATION

ing Jules Verne's lifetime he was honored on many occasions, but the greatest of all was his audience with Pope Leo XIII who told the author that he had read almost all his works. His Holiness is quoted as saying: "For me the scientific aspect of your work is not the most important. I admire above all the moral and spiritual values expressed in your books."

Such high praise from a scholarly Pope should serve as an incentive for others to become interested in the works of Verne.

GEOGRAPHY AND TRAVEL

WOOD, DOROTHY. *Canada.* Chicago, Childrens Press, 1964. 93p. $2.63 net

For libraries seeking enrichment material on America, these books are highly recommended. Until the publication of this one dealing with Canada the series has been divided into eight regional books. The Teacher's Guide which accompanies the books is invaluable in assisting teachers and students alike in obtaining historical and geographical information in a fresh and exciting manner and for gathering concise information about separate states included in the different regions of the United States. On the whole, the geographical concepts are accurate and written in a manner which will delight the readers. Although the publishers have exercised the utmost care by checking with a leading consultant in the field, some few errors have crept in such as the one found in this book on Canada. This reviewer has consulted Sister Mary Ursula Hauk, R S M , who holds a Ph.D., in Geography and is presently writing Geography texts for Allyn and Bacon Company. Sister's criticism is as follows: "Geographers would object to restricting the word igloo to the traditional snow and ice house of the Eskimos. The word igloo is more correctly applied to any Eskimo home. Few Eskimos use the ice-block house today, and then usually when they are on winter hunting trips and not as a permanent abode. Alaskan Eskimos never use it."

WOOD, FRANCES E. *Mexico.* Chicago, Childrens Press, 1964. 92p. $2.63 net.

This "Enchantment of America Book" is beautifully done. It presents the story of Mexico which boasted a fabulous Mayan civilization long before Europeans set foot on this Continent. Like all the other books in the series, it has wonderful full-page helps for the students using any topic in the text. A good index serves the reader who wishes to use the book for a limited subject. Since the use of Indian words is necessary, a glossary would have been an asset. The Activities for the entire series listed in the Teacher's Guide, will suggest projects which can serve to give students a better understanding of our neighbors to the South of the Rio Grande. The book is recommended for grades 5-9.

FICTION

ALLEN, LORENZO. *Fifer for the Union.* New York, Morrow, 1964. 256p. $3.25

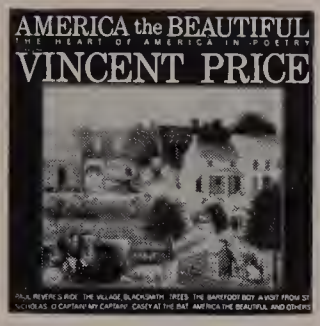
This story is centered around twelve year old Len Baldwin who lies about his age in order to join the Union forces during the Civil War. The very realistic word pictures make the reader realize as did the young fifer the terrible consequences of war for civilians and soldiers alike. His military activities and his association with men like Mr. Putnam, the step-father of two children who lose their mother during the war, enable Len to mature to a point where he gains the proper respect for his own step-father and adjusts to the other circumstances of his life.

ARDIZZONE, EDWARD. *Peter the Wanderer.* New York, Walck, American ed. 1964. unp. $3.50 net

Who, but the engaging writer and illustrator Edward Ardizzone, could produce such a series of adventures as Peter has in this tale? The surprise ending makes the reader hope that another book is soon to follow in which Peter and his friend Dusty "wander all the oceans of the world looking for a treasure of their own." Ages 6-10.

CARSON, JOHN F. *The Mystery of the Tarnished Trophy.* New York, Farrar, 1964. 188p. $3.25

Walt Campbell determines to prove his dead father's innocence in a $50,000 theft which is still unsolved after eighteen years. Walt's involvement in the mystery occurs accidentally when he and his mother are searching for clues of Mr. Campbell, reportedly missing in action



MUSIC
DRAMA
SPEECH
POETRY
HISTORY
LANGUAGES

LEARNING LISTENING

Do you know what
learning-listening resources
are yours
through Columbia Records?
To discover a wealth of vital experience
awaiting your borrowers
write us now for your free copy of our new
complete catalog "Recordings for Education."

PLEASE SEND MY FREE COPY OF YOUR NEW CATALOG,
"RECORDINGS FOR EDUCATION"

NAME_____

INSTITUTION_____

ADDRESS_____

CITY_____ STATE_____ ZIP CODE_____

CLW

© COLUMBIA ® MARCAS REG. PRINTED IN U.S.A.

To: EDUCATION DEPARTMENT

COLUMBIA RECORDS

799 Seventh Ave., New York, N.Y. 10019

in World War II. Their arrival in Saxton, boyhood home of Walt's dad, triggers a series of mysterious and dangerous events. Obviously someone in the town knows more about the missing money and athletic trophy than the lawyers knew at the trial. With the cooperation of his new neighbors the young boy turns detective to restore his father's good name. Boys will delight in this combination sport and mystery story. 12 and up.

DELEEUW, ADELE. *The Salty Skinners* by Adele and Cateau DeLeeuw. Boston, Little, Brown, 1964. 169p. $3.75

Both boys and girls will enjoy this realistic story packed full of summer outdoor fun. Perhaps the most significant feature is Joan and Andy's adjustment to new surroundings. The illustrations drawn in soft black and white strokes have a distinctive charm, exactly right for the story. Grades 4-5-6.

DU BOIS, THEODORA. *Tiger Burning Bright*. New York, Farrar, Straus, 1964. 240p. $3.25

Life in India in the 1850's was as precarious for a foreigner as for a man facing a hungry tiger. Theodora Du Bois weaves her tale around the Sepoy Rebellion and the persecutions which followed. The heroine of this romantic adventure is Anne Burney from Connecticut who accompanies her missionary parents to India. The scenes of violence detract somewhat from an otherwise light, yet suspense-packed story.

HOLLAND, MARION. *Casey Jones Rides Vanity*. Boston, Little, Brown, 1964. 194p. $3.95

A warm and exciting story vividly describing "Casey" Jones who not only was growing so fast that none of her clothes fitted her, but more alarming still, she was out-growing her horse, Top, as well. What to do?

A series of happy events soon brings a beautiful mare named Vanity into the life of Casey, but Vanity is owned and cherished by someone else, and thereby lies a tale.

KNIGHT, RUTH ADAMS. *Word of Honor,* by Ruth Adams Knight and Claud Garner. New York, Farrar, 1964. $3.25

The book jacket describes *Word of Honor* as "a story about thoroughbred people as well as horses" and indeed it is. Mrs. Parker is the proud owner of Matten Acres which was once famous for its thoroughbred horses. She is eager that her son Rusty should restore the farm to its former productivity after his father's death and his step-brother's desertion. The job looks overwhelming to the young boy, but integrity, hard work, and a mysterious Mexican cowboy join forces to maintain the family "word of honor." This is worthwhile reading for young people who, like Rusty, will have to face grave responsibilities. 12 and up.

MANNING, ROSEMARY. *Arripay*. New York, Farrar, 1964. 150p. $2.95

Arripay is an historical tale based on the adventures of the English pirate Harry Paye who ravaged the coast of France in the early fifteenth century. The plot centers around the decision of Adam Morden between a life of piracy and a life of dedication to God as a monk. His final choice is made only after personal tragedy and much violence. One suspects that young readers will become absorbed in the horror and confusion in the lives of the pirates and fail to grasp the final outcome. 12 and up.

MASSELINK, BEN. *The Danger Islands*. Boston, Little, Brown, 1964. 177p. $3.75

Johnny had come to the peaceful South Pacific to get away from the pressures of civilization only to be way-laid by pirates who shanghaied his boat and made off with it. The boy who likes the sea and all its thrills will not be able to put *The Danger Islands* down until he has read from cover to cover. Suitable for high school students.

SAWYER, RUTH. *Daddles*. Boston, Little, Brown, 1964. 100p. $3.50

When a delightful storyteller spins a tale about a "plain hound-dog" a great many boys and girls are due for a treat! Daddles was really owned by a surly individual who for purposes of economy loaned him to Snoodie and Peterkin for the summer. Now, when a boy, a girl and a dog join forces things are bound to become exciting. Mr. Robert Frankenberg's illustrations are lively black and white drawings

complementing the story very nicely. Grades 4-6.

TIBBETS, ALBERT B. *A Boy and His Dad.* Boston, Little, Brown, 1964. 177p. $3.75

When a boy sees his father threatened for the first time and frightened, too, he suddenly comes to realize that "some fears and hopes are shared by all men whether they are young or old." This is a selection of short stories based on a warm boy and dad relationship. An excellent book for the guidance shelf as well as for the home library. Primarily for teen-age reading but young boys will enjoy it, too.

YOUNG, SCOTT. *A Boy at the Leafs Camp.* Boston, Little, Brown, 1963. 256p. $3.75

Nearly every boy has a favorite sport in which he secretly thinks he might excel, if he were only given the opportunity. Here at the Leafs' training camp, Bill Spunska finds himself in just this situation. Only a few years before he had been just another boy on skates, now he is to match his skill with some of the most famous men in hockey. A thrilling teen-age sports story that any boy will find difficult to put down once he starts to read. Junior high.

EASY BOOKS

ALIKI. *George and the Cherry Tree.* New York, The Dial Press, 1964. Unpaged, $3.75

A picture book, with very brief narrative, re-telling the legend of George Washington's famous cherry-tree adventure. The colors used in the illustrations are so bright and bold that it is difficult to decide whether story or illustrations will capture the young reader. Primary grades.

ANGLUND, JOAN WALSH. *A Pocketful of Proverbs.* New York Harcourt, 1964. unp. $1.95

Parents who want their children to love beautiful books will desire this charming collection of old proverbs, illustrated in a new way so that the modern child will find them come to life for him. Piggy banks and many other present day articles enter into the illustrations. Older children will be the wiser for having read this tiny book which offers a goodly share of interest for younger ones too. All ages.

BARR, CATHERINE. *Bobo and Mozart.* New York, Walck, 1964. 32p. $2.75 net

Bobo, the beagle, really has an exciting day when Mozart gets away from him when the family left the puppy in his care. The illustrations are so expressive that the dogs all but tell of their own adventures. Ages 4-7.

BISHOP, CLAIRE UCHET. *Twenty-two Bears.* New York, Viking, 1964. 31p. $2.62 net

The author states that the inspiration for this tale came to her in Yellowstone National Park where she hoped to see at least one bear. The bears obliged her by appearing in larger numbers than she anticipated and we are glad that they did. Her cumulative story is delightfully told and the action packed pictures by Kurt Wiese are so well done that one can see human qualities reflected in the facial expressions of the bears. A perfect bed time story for children ages 3-6.

BLAIR, MARY. *The Up and Down Book.* Illustrated by the author. New York, Golden Press, 1964. Unpaged. $2.65

Another "Happy Book" with very large pictures done in bright, flat colors. The text is reduced to three to six words to a page. Very attractive for the pre-schooler.

DU BOIS, WILLIAM PENE. *Elizabeth the Ghost Cow.* New York, Viking, 1964. 41p. $3.04 net

Ghost stories, as a rule, have a strong appeal to children. This one will be no exception. The imaginative description of the "sweet and gentle" cow with "eyes brown, black and warm like caramels" is further emphasized by the illustrations of the author. Mr. Du Bois once remarked that he always tried to put more in the pictures than in the text. He achieved his goal in this book, although in doing so he has in no way sacrificed a well-written tale.

ETS, MARIE HALL. *Automobiles for Mice.* New York, Viking. 1964. 32p. $3.04 net

Two families of mice have unusual experiences with Johnny's toys, while the little owner sleeps soundly. However, the mice have no desire to repeat their escapades, especially Mr. Graymouse, who leaves the scene of their fun minus part of his tail. It is a charming

story, beautifully illustrated and one which children ages three to six treasure.

JACKSON, K. *My Nursery Tale Book* by K. and B. Jackson, and P. Scarry. Illustrated by Richard Scarry. New York, Golden Press, 1964. Unpaged. $4.00

Four simple tales, two of which are based on traditional themes. Suitable for reading aloud to primary grades. Pictures large and bright.

KEPES, JULIET. *Lady Bird, Quickly*. Boston, Little, Brown, 1964. 47p. $3.00

Mrs. Kepes is both author and illustrator of this delightful picture book whose story is based on the old nursery rhyme known by all children. Traditional white paper has been abandoned for lively colored paper with brilliant contrasting colors used for the drawings themselves. The pages fairly dance. No child should be allowed to miss the joy of reading and seeing, *Lady Bird, Quickly*. Preschool and early elementary.

MANCURE, JANE BELK. *Flip—The True Story of a Dairy Farm Goat*. Photographs by Morris Jaffe. New York, Farrar, Straus, 1964. 50p. $3.25

What other name except "Flip" would a young boy give an abandoned kid with long flapping ears? This is the story of Jimmy's care for his little friend and of the bond which grew between them. The photographs of Flip and Jimmy combine with the simple text to provide a delightfully true picture of farm life.

RISOM, OLE. *I Am a Mouse*. Illustrated by John P. Miller. New York, Golden Press, 1964. unpaged. $2.65

A "Golden Happy Book," almost entirely composed of bright, lively, pictures—a tall book which will delight the very youngest set.

SMITH, WILLIAM JAY. *Ho for a Hat*. Illustrated by Ivan Chermayeff. Boston, Little, Brown, 1964. 47p. $3.25

Ho for a Hat is a tall, friendly book, with loud, bright funny pictures. No matter how hard you imagine, you will never imagine all the wonderful hats drawn for very young readers that crowd between the covers of *Ho*.

WATSON, JANE WERNER. *My Bedtime Book* by J. W. Watson and M. W. Brown. Illustrated by Garth Williams. New York, Golden Press, 1964. unpaged. $4.00

Two simple bedtime stories are here for the child who likes talking animals and exciting adventures in a deep woods. Pictures are gay and funny.

Reviews in this issue by Sister Mary Etheldreda, R.S.M., Mount Aloysius Junior College, Cresson, Pennsylvania; Sister Marie Pius, S.S.J., Saint James High School, Ferndale, Michigan; Sister Marie Colette, S.C., De Paul Institute, Pittsburgh, Pennsylvania.

BOOK REVIEWS

Langenscheidt's New Muret-Sanders Encyclopedic Dictionary of the English and German Languages. Completely revised. Otto Springer, ed. New York. Barnes & Noble, 1964. 2 pts., 2 v. each. Cloth. Each vol. $17.50.

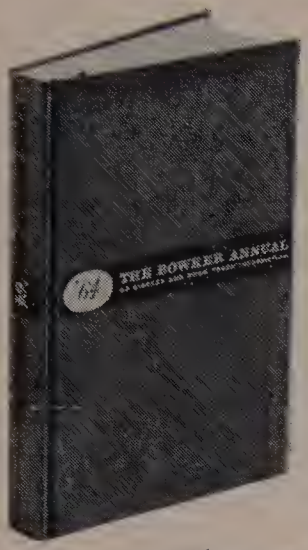
This new, completely revised edition of the 1891 *Muret-Sanders Encyclopedic Dictionary* is an important reference tool for the large academic library. It is extended to contain "the most complete and up-to-date record of words, idioms, and phrases of the German and English language available." The first edition of this revision was published by Langenscheidt in Germany in 1963. The fact that German script has been dropped, greatly increases its usefulness to American students. The German-English part in two volumes is in preparation. The second volume of the English-German part has just been published.

There are 180,000 main entries covering general and specialized vocabulary. One wonders, however, whether or not such words as "nose-rag," "no-show" and "no-sirree" are necessary.

For each entry, the part of speech is included. Translations of different meanings of the word, such as: "safe," "safeblower," "safe-deposit," "safe-cracker" and "safeguard" are given.

The format is good. There are three columns

BOWKER BOOKS FOR SPRING



1964 BOWKER ANNUAL of
Library and Book Trade Information

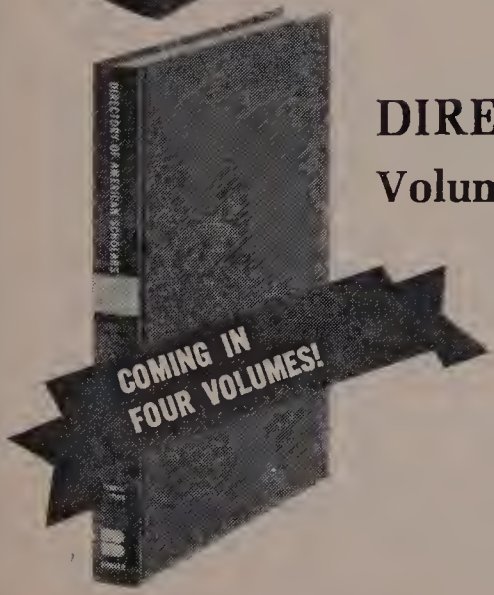
Facts, figures, charts, articles and general information on libraries and the book trade — book prices, building costs, library salaries, library standards, book production data — and more! AND — lists of the key library associations with their current officers and committee chairmen, including many not affiliated with the ALA, information not easily found elsewhere. Sponsored by the Council of National Library Associations.

Edited by Phyllis B. Steckler,
with Wyllis E. Wright, Consulting Editor | $7.50 net postpaid

1964 READER'S ADVISER
10th Edition

The important works of more than 2,000 of the world's greatest authors, spanning literature from antiquity to the present day, all in-print and available. Expanded religious coverage is featured with new sections on world religions and religious leaders, and a comprehensive listing of the available Bibles of the world! You get annotations, evaluations, biographical notes, comments on the periods and the works, and quotations from the critics.

Edited by Hester R. Hoffman | $15.00



DIRECTORY OF AMERICAN SCHOLARS
Volume II: English, Speech and Drama

Complete biographical sketches for America's leading language arts scholars. Published with the cooperation of the American Council of Learned Societies. Volume I: History, now ready. Volume II: English, Speech and Drama, coming February. Volume III: Foreign Languages, Linguistics and Philology, coming late spring. Volume IV: Philosophy, Religion and Law, coming late summer.

| $15 per volume,
net postpaid

Order your copies today from:

R. R. BOWKER COMPANY
1180 Avenue of the Americas
New York, New York 10036

to a page, and the margins are wide. The type is 8 point; the headings are in bold face and sample phrases are in italics. The first and last words are placed at the head of each page.

The binding is dark blue cloth, lettered in gold, and is sturdy.

Supplementary information in the appendix of volume 2 includes: abbreviations, the meanings of which are given in English; biographical names and surnames, including dates, and identification in German. The range of this listing is wide, with the emphasis on modern names. Six pages are devoted to translations of Christian names. The gazetteer section is long, but not explicit. For instance, Akron is merely listed as "*Stadt* in Ohio, U.S.A." The miscellaneous information includes weights and measures; numerals; mathematical symbols; punctuation; proofreader marks.

Large libraries will want this standard dictionary for their collection.

Jane F. Hindman,
Editor C L W

CARTER, MARY DUNCAN and BONK, WALLACE JOHN. *Building Library Collections.* 2d ed. New York: Scarecrow Press, 1964. 287 p. $6.00 64-11775

The student who comes to library school without previous work experience in his chosen profession is likely to find the required courses in Book Selection among the least satisfying experiences of that year of apprenticeship, in spite of, or, perhaps, because of Helen Haines' *Living with Books,* with its awesome mass of detail. So too, in his first position, the librarian is little wiser in this area than he was before. Yet, with the possible exception of the more recondite phases of reference work, no other facet of librarianship requires the philosophical insight, wisdom, and judgment, attainable only with experience, which bespeak a profession, as does book selection.

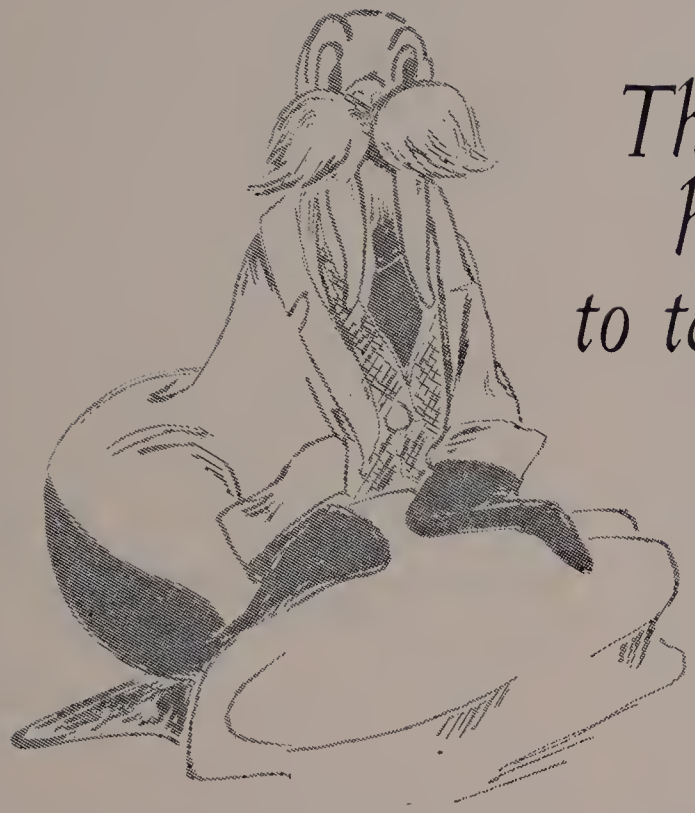
Little wonder that the student-librarian may feel stunned. Armed often with only a single undergraduate major, he must come to grips with the universe of knowledge as represented by 20,000 or more yearly titles from United States publishers alone.

The second edition of Carter and Bonk's *Building Library Collections* simplifies, and often over-simplifies this situation. In many respects, this volume stands to Haines as one of the familiar study outlines, so popular with crammers, to a comprehensive text. It strips the subject to the bare bones; aside from foreматter, appendices, and index, there are only 218 octavo pages, ten chapters, including two on the peripheral areas of "National and Trade Bibliography" and "Order Work," often covered in other courses.

This reviewer did not see the original 1959 edition. Reviews, however, were generally favorable, with strictures centered upon the brevity of both over-all treatment and of chapter bibliographies, and the lack of space devoted to non-book materials. The authors have, they say, expanded this last area somewhat, to twelve pages, wherein they refer the reader to more comprehensive guides for selecting A-V materials, periodicals, and pamphlets. This space is not disproportionately small in comparison with that devoted to the various subject areas of books (23 pages). After all, the principles of selection remain the same, only the "packaging" differs. As for the brevity, we should prefer to call it conciseness within the limits of manageability. The text is doubtless based upon the authors' lectures in book selection courses at the University of Michigan, and obviously reflects their own emphases. Both text and bibliographies have been updated with numerous references to studies and writings of the 1960's, down to mid-1963.

Perhaps the outstanding features of the book are: 1) the judiciously liberal use of bold-face and italic topical sub-headings, 2) the checklist of one hundred and fifty-four principles of selection which have been collected into a little "Bartlett" of book selection standards at the end of the first chapter, and 3) the appendices of particular libraries' book selection policies. The internal contradictions among the 154 principles point up the fact that there is no single cardinal principle of selection, nor any single set, but rather quite divergent sets of principles. The authors' own leanings, as highlighted in Chapter One, are the traditional ones of Haines and Druary.

As for censorship, Carter and Bonk are against it. They do, none the less, acknowledge



The time has come to talk...

of children's books in ONE edition, not two!

Prentice-Hall will have a **SINGLE edition** for all children's books starting with the Fall 1964 list.

The **new SINGLE edition** will completely replace the separate editions we now have for libraries and bookstores.

The **new SINGLE edition** *bindings are guaranteed* for the life of the sheets. They will be of durable, pyroxylin-impregnated, stain-resistant cloth over Binder's boards and side-sewn with reinforced, concealed cloth hinges. (Our production department feels that exposing the hinges weakens the binding.) The inside paper sheets will continue to be of the same heavy stock as before.

The **new SINGLE edition** will replace all editions of backlist titles as they are reprinted.

Prices on the **new SINGLE edition** will represent considerable savings over the net price on the library edition, since they will be carried on our regular discount schedule.

The **new SINGLE edition** is the result of many talks with many librarians and bookstore owners and has their warm approval. We hope it will have yours, too.

Prentice-Hall, Inc.

LIBRARY DIVISION • BOX 500T • ENGLEWOOD CLIFFS, N. J.

a difference between freedom of thought and freedom of expression. Moreover, they likewise recognize censorship as a problem deserving and demanding thought rather than platitudes.

Some thirty-two reviewing media and basic bibliographies, from *LJ* and Wilson's *Standard Catalogs* to the *Lamont Library Catalog* and *British Book News* are considered individually in space ranging from a couple of sentences to a half page. This discussion is prefaced by a profile of the ideal selector (a paragon!) upon whom ultimate selection responsibility depends. The varying considerations of choice among public libraries of various sizes, academic libraries, and special libraries are outlined. The five and one-half pages on college and university library book selection seem especially well-done, treating of the functions of academic libraries, scope of the collections, and organization of selection procedures, with delineation of the respective roles of administration, staff, faculty, and committees.

What can be said of two dozen pages which set out to cover evaluative criteria for both fiction and the main subject areas of nonfiction? Haines devotes eleven chapters and almost three hundred pages to the same ground. Obviously, there are no lists of literary landmarks. Still, as generalized statements, the sections on religion, psychology, and literature are really quite good, as is a concluding statement on the choice of translations.

Unexpectedly welcome are four pages on the inverse of the selection process: weeding, which is all too often completely neglected. Here, also, the approach is pithy, with specific suggestions by subject given in semi-telegraphese. This material is inserted between discussions of precedures in evaluating collections and making community surveys. A brief chapter on publishers and publishing supplies only the most selective statistics and no information on individual firms.

By far the longest chapter is given over to "National and Trade Bibliography." Here are listed the standard current and retrospective bibliographies of the United States, Britain, France, and Germany. These data can be found in Shores and elsewhere. The chief usefulness of this compilation lies in the breakdown of each annotation into paragraphs covering scope, arrangement, information given, sample entry, and comment.

It would seem that the authors must have enjoyed writing the final twenty-four pages, on order work. The style is frequently anecdotal and witty, and features a "grab bag" of "blooper"-type order requests.

Finally, the typography and proof-reading are rather above the Scarecrow Press standard. In sum, *Building Library Collections* is a useful *vade mecum* for the bewildered library school student of book selection, and at least equally so for the beginning librarian, particularly in the one-man library, which is still too much with us. To both classes of users, it offers first aid rather than final answers. The bibliographies are helpful in up-dating Haines, though the book as a whole does not replace her work.

Carl E. Zakrzewski
Catalog Librarian
Canisius College, Buffalo, N.Y.

CATHERINE FREDERIC, SISTER MARY, O S F, *The Handbook of Catholic Practices,* with a Foreword by Father Winfrid Herbst, S D S. New York, London, Hawthorn Books, Inc. 1964, 319p. $4.95 64-10670

In his Foreword Father Winfrid Herbst, S D S gives The *Handbook of Catholic Practices* a lift-off that seems to put the book out of orbit from the trajectory established by the author. This is not to say that he lacks reason for his enthusiasm.

Father Herbst begets expectations that lead one to hasten to the *National Catholic Almanac* for comparison and to Sister Regis' *Catholic Bookman's Manual* to classify it. It is not to be compared to the former, nor put in a niche by the latter.

". . . in this handbook you will find solid and substantial information on a thousand and one matters given at satisfying length; and you will also find in its "Glossary of Ecclesiastical Terms" scores of individual definitions given with the utmost brevity. . . . It is also a book to be read in continuity from cover to cover, not once only, but many times. . . ." (Foreword, pp. 6-7)

Father Herbst raises the question as to whether it is her training in library science that

prepared Sister M. Catherine Frederic to write the book, or whether it was her qualification to write the book that led her into library science. The chronology in the notes about "The Author and Her Book" reveals that the book came before the degree in library science.

As one follows up the possible influence of professional librarianship on the authorship of the book, one's critical faculty takes over in directing attention to physical aspects and technical features of the book. Professional precision appears violated when a printer's devil gets loose in the bibliographic entries of the "Recommended Readings." Thus the name of the Benedictine author of *Everyman's Theology* becomes de-composed from Rudloff into Dudloff (p. 303). The Secular Institute of Pius X becomes Sacred Institute on page 156. Sister gives up on an effort to put the Third Order Regular branch in a place on the Franciscan family tree (p. 154).

Editorializing "Catholic Life and Activities" into the frame work of Catholic Action seems to remove some items of information from their proper perspective.

In the instance of the treatment of Third Orders (p. 158), failure to identify them with the parent religious orders and the less-than-satisfactory typography and composition of the present edition of the book, combine to deprive them of their proper hierarchical position among pious associations.

A possible omission occurs in thinking about St. Clare as the patron saint of television communication.

When one gets the annoyance of making comparisons and evaluations, out of the way and gets down to the contents of the book, one finds himself lost in the "wonderment as to how and where she ever found some of the information that she so lucidly and accurately gives us in this excellent and most useful book."—to quote from Father Herbst's Foreword.

One begins to sense that it was a labor of love and of personal growth in teaching that put her ahead of her time in developing and utilizing concepts of the liturgy. The book repeats instances of assembling new insights into the meaning of the liturgy, theological truths and Christian practices. Mention of the An-

New Edition

THE EUROPA YEAR BOOK
1964

Vol. I International Organizations. Europe.
Vol. II Africa, the Americas, Asia, Australasia.

A world survey and directory of the first importance. Detailed factual information about every country in the world and about all the principal international organizations.

London 2,300 pages (2 vols.)

The set $36.40
Separate volumes each 21.00

THE WORLD'S LEADING INTERNATIONAL BOOKSELLERS

Stechert-Hafner, Inc.
FOUNDED IN NEW YORK 1872
LONDON / PARIS / STUTTGART / BOGOTA
31 East 10 Street / New York 3, N. Y.

gelus provides one example.

It is marvelous to view the devices by which Sister Catherine Frederic could engrain her students with a practical approach to the application of the liturgy to living the life of the spirit.

A priest becomes lost in the contemplative peace of the exactitude of the description of the rubrics of the Mass, Sacraments and his ordination. He is jolted into reality when she chooses to interrupt to omit or make some point of departure.

The full impact and position of the present book is not quite realized until one reviews the author's statement in the Preface after having scanned her 1948 *Vade Mecum for Teachers of Religion.* That statement in the current Preface is: "Many readers and reviewers . . . suggested that the book would prove interesting and profitable not only to teachers, but to college and high school students, adults, convert classes and study clubs. . . ."

One notable loss from the 1948 work is the lack of reproduction of symbols by Sister Mary of the Compassion, O P.

Father Ambrose L. Burke, T.O.R.
Pius XII Memorial Library
Loretto, Pennsylvania

PIASECKI, WLADYSLAW. *Biblioteka; Wprowadzenie do Zagadnien Budowy.* Warszawa: Stowarzyszenie Bibliotekarzy Polskich, 1962. 120 p. 30 zl.

The main purpose of this scholarly monograph is to introduce the librarian to the various problems connected with the planning of library construction. It is not the author's intention to exhaust his topic, but rather to stimulate the reader's interest in library building problems with the hope that the reader will pursue the topic further and read more in this vein. Fortified with this general overview of the subject, the librarian should then be reasonably conversant with those officials concerned and better prepared to discuss his problems with the architect. Nor is this work one-sided, for the individuals concerned with the planning of a library can also profit by the information contained therein.

Piasecki is well-qualified to discuss library planning. It is apparent that he has done a great deal of research on the subject and is well-acquainted with the material. The author has included a good, annotated, critical bibliography of works in various languages (see p. 95-108). He has traveled extensively, e.g. France, the Soviet Union, the United Kingdom and the United States in order to collect some of the data, to interview individuals involved and to discuss with them the problems associated with planning a new library building. In addition to the information Piasecki collected first-hand, he has profited from correspondence with many librarians from various parts of the globe both to become acquainted with as well as to discuss plans, programs and problems of library construction.

This study is well-organized. In it the author discusses Kotarbinski's theoretical principles, a program for library planning, the nine basic problems encountered, the conflict between esthetics and functionalism, standards, form, small public library buildings, etc. It is interesting to note that in his chapter on the planning of small public libraries, Piasecki singles out Danish buildings as being outstanding. The book is interspersed with various explanatory sketches, sectional drawings, floor plans and an illustrative appendix. Albeit primarily intended for the Polish librarian, this treatise is sufficiently broad in scope and contains many of the author's personal ideas and observations to make it worthwhile reading for anyone concerned with library planning.

Walter Kondy,
Librarian, Alliance College
Cambridge Springs, Penn.

Again Available

A Modification and Expansion of the Dewey Decimal Classification.

Order from:
CATHOLIC LIBRARY ASSOCIATION
461 WEST LANCASTER AVENUE
HAVERFORD, PENN. 19041

THE PARISH LIBRARY

Guest Editor
REVEREND HENRY P. FISHER, C.S.P.
Paulist By Mail Catholic Lending Library, New York

LENDING BOOKS BY MAIL

The Paulist By-Mail Catholic Lending Library, 415 West 59th Street, New York 10019, New York (until 1962 known as the Catholic Unity League Library), was founded in 1917 by Father Conway, author of *The Question Box*. Father Conway knew and loved books. During his directorship, over 10,000 volumes, treating of every phase of Catholic life and teaching from fiction to theology, were procured. The Library has continued his high standard and the latest books are on the shelves. There are now over 12,000 volumes. They are available to readers for the nominal membership fee of $6.00 per annum.

How does the Library operate? Very simply. Upon receipt of a membership fee, mimeographed lists of its latest books are sent to the subscriber. From these lists he selects at least six titles which interest him and sends them to the Library Director. Two books are selected and mailed in corrugated cardboard and wrapping paper by fourth class mail (4¢ per lb., 1¢ every additional lb.). Enclosed in the package is a gummed return label. The reader preserves the wrapper and label. When the books are to be returned, he reverses the outside paper and applies the return label; upon the package, he puts the same amount of postage noted on it upon arrival. The books are dropped in a package mailbox; they do not have to be carried to a post office. One needs only a few stamps and some string handy in the upper corner of the bureau drawer. Books are delivered to one's door; the return means only a few steps to the mailbox. No operation could be simpler or more economical.

These books may be kept a month without fine (5¢ per day) calculated from the day of arrival. If one reads quickly, the books may be returned as soon as finished and others from the member's list, kept on file, will be sent out. If the Director is dropped a postcard stating books are being returned, others will be sent out immediately. This assures continuous Catholic reading.

Father Conway published a catalogue approximately every two years; the cost makes this prohibitive today. In its place mimeographed lists of our latest books are made available. There is a general list of books published since 1955. Every three months an additional one gives the very latest books purchased. All members receive these. If readers are interested in older Catholic books (our library possesses many, some over 100 years old), they may write for them. In most instances, they are on hand.

The general problem today is that people do not allow time in their daily schedule for serious reading. But where there is a will, there is a way. For example, a few weeks ago a member wrote in apologizing for keeping books for three months. She had just had a baby; the tenth child (and the oldest one is just thirteen); yet, she reads serious books! Another mother of eight has time to read Cerfaux's *Christ in the Theology of St. Paul!* Some, after reading a few books, "fall by the wayside." On the other hand, others continue reading, follow the directions of the Library in every detail, and borrow as many as thirty books a year.

Sometimes the remark is made: "Of course, such a library is fine for Catholics who live in small towns and in the country, but surely those in large cities would not become members." The Library mails books to 22 States, and the largest number of readers are located in the Metropolitan area of New York. New Yorkers find books expensive; have no time to visit libraries or browse around for paperbacks. For them the library is a boon.

How does the Library become known? Chiefly through recommendations by members or personal explanations from the pulpit. Paid advertising is prohibitive. Explanatory brochures sent out to the inquirer often fail to bring results. The brochure is attractive and a sampling of the latest books always accompany it; yet, no response. Is it that the $6.00

a year looms large in people's minds? This seems almost unbelievable today. Or do some think the brochure is a "come on"; that they will be swamped with books dating from 1900? On the other hand, people will send in a check for membership without even having inspected a printed line from the Library. No doubt all goes back to the value of good reading in the mind of a prospective inquirer.

The Library readers are very conscientious about returning books. The Director could count on one hand the books that have been lost, or not returned within the past two years. This is not a problem.

At the moment the Library has 105 members in good standing. Of course, the number was larger in Father Conway's time; but due to the fact that the Library was not functioning for six years, there has been the necessary ground work. One must remember, too, that Catholic library memberships are not large.

The Director of the Paulist By-Mail Lending Library believes in the mailing idea. It offers Catholic people good reading, economically, with the minimum of effort; and, with volunteer help, it remains "in the black" on its own. He believes it will increase in membership because it fills a need.

PROFESSIONALLY SPEAKING

PETER J. LAUX, *Contributing Editor*
Canisius College, Buffalo, New York

FROM SEA TO SHINING SEA

At the beginning of the year I received a note from a gentleman in Rochester telling me that he was donating a gift subscription to *Country Beautiful* magazine to our library. I must confess that I was not at all familiar with this periodical, even though it had been in existence since 1961, and I expected something on the order of a rather unusual journal I once discovered on our shelves, *The American Catholic Poultry Farmer,* containing helpful hints on starter mash, delicing, and increased egg production.

It was a most pleasant surprise, therefore, to open the first issue sent to us (December 1963) and discover articles and stories by Rumer Godden, Jesse Stuart, Hal Borland, Henry Steele Commager, Stewart Udall and others. Along with the high quality of the contributors was an equally high degree of excellence in illustration and an overall format which must certainly be the equal of any magazine published in our country today.

For the benefit of those who may be as ignorant as myself (there must be a few around somewhere) I pass along the following facts related to *Country Beautiful:*

(1) It is published by the Country Beautiful Foundation, a non-profit organization dedicated to strengthening and preserving the beauty and greatness that is America. Members of the foundation are leading Midwestern business men who raised $500,000 to support publication of the magazine.

(2) The publisher and editor is Father Michael Dineen who has been Executive Secretary of the National Rural Life Conference. The magazine, however, has no denominational affiliation or bias.

(3) Among its major objectives are the betterment of the individual and his environment; to help people recapture a vivid sense of their entire environment, natural and social; to reaffirm the unity of man and the natural world; and to emphasize certain perennial human values which are most in need of emphasis today.

The above is, of course, somewhat sketchy and cannot do justice to this striking publication which should be in every library and, one might hope, every home. Not only is it a thing of beauty but the message it conveys is one which has been brought home to us most forcefully in the recent writings of Joseph Wood Krutch, Stewart Udall's *The Quiet Crisis,* Raymond Dasmann's *The Last Horizon,* Peter Blake's *God's Own Junkyard,* and the publications of the Sierra Club. To all who share some concern for the preservation of the natural beauty with which God endowed the wonderful world he has given us and are equally concerned for the dignity of those who inhabit this world, I most heartily recommend *Country*

Beautiful. Subscriptions are $5.00 per year and may be placed with Gordon Grant, Country Beautiful, 1255 Portland Place, Boulder, Colorado.

CALL ME PURPLE FACE OR A YEAR AMONG THE GREAT BOAS

Is there anyone anywhere who isn't living with an animal? After *Rascal, Bears in the Family, Ring of Bright Water, Born Free, The Mountain Gorilla, Wasp Farm, The World of the Beaver,* and other accounts of intimate daily life with camels, buzzards, tapirs, porpoises, baboons or zebras, I sometimes wonder if there is an animal left anywhere that hasn't had some nosy human muscle in his cave, tree or den, pad and pencil in hand, ready to write down stuff that only the relatives should know about. It's too bad the animals can't reciprocate. I, for one, would appreciate the detailed notes of a bear who spent a year studying Norman Mailer or the analysis of an owl who observed the behavior patterns of Richard Burton and his mate.

ON WITH THE PLAY

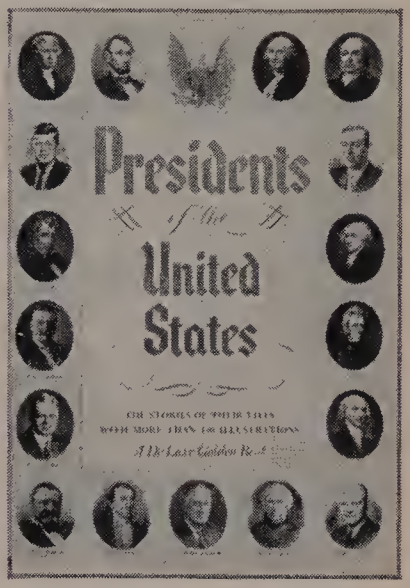
John Ottemiller's indispensable *Index to Plays in Collection* has been issued in its 4th edition by the Scarecrow Press ($9.50). The previous edition was issued in 1957. This work is, of course, a necessity in libraries with a drama collection of any size, for it is the key to locating plays which are available only in collections, for locating duplicate copies, and for verifying bibliographic data.

Also issued recently by Scarecrow is *A Selective Index to Theatre Magazine* ($6.25). Please note that the last word in the title is singular. Libraries which have sufficient holdings of *Theatre Magazine,* published monthly from 1900 to 1930 will want this index as a guide to one of the richest sources of American theatre history.

A LOAF OF BREAD, A JUG OF WINE AND THOU BESIDE ME . . .

Reference librarians who had planned to spend the summer lying on the beach will be happy to learn that they can take with them two new publications especially designed for their delectation. The first of these is *Reference*

AMERICA'S HISTORY THROUGH THE LIVES OF OUR PRESIDENTS!



The Presidents of the United States takes the young reader behind the political stage, through the personal and public events that led thirty-five men—from George Washington to Lyndon Johnson—to the country's highest office; includes a detailed, quick-reference summary of each President's life.

In colorful Goldencraft Binding, this handsome 8" x 11", 108-page volume, has 150 photographs (30 in full color); portraits; prints; engravings, cartoons. Especially important this election year, this volume will inspire all young readers for years to come. *Grades 4-9. Net $2.99.*

For a complete catalog of Golden Books in Goldencraft Binding write:

Golden Press, Inc.
EDUCATIONAL DIVISION
1 West 39th Street, New York 18, N.Y.

GC-41

Services, the latest addition to the series "Contributions to Library Literature," published by the Shoe String Press. Like its predecessors, this is a selection of outstanding articles drawn from a variety of sources. Divided into three major areas, viz., the history and development of reference service, the organization and administration of same, and the reference librarian and his work, this volume should be useful to active practitioners in the field and to students and teachers of library science. It also probably marks the first time in history that an author has seen fit to include his mother-in-law in the acknowledgments. This may presage a revolution in one of the traditional myths of American folk humor.

A useful companion-piece is the January issue of *Library Trends* which provides an up-to-the-minute picture of what is happening in reference work today on all fronts: academic and research libraries, public libraries, special libraries, and state and regional systems. It also provides timely material on automation, interlibrary loan, the publishing and reviewing of reference books, and the measurement and evaluation of reference services.

One word of caution: This is heady stuff and I would not recommend reading all of it at one sitting.

ONLY THE NAME HAS BEEN CHANGED . . .

My serials librarian has now entered the third day of a hunger strike which he threatens to continue until public pressure has forced the publishers of *Journal of Marriage and the Family* to revert to their former title, *Marriage and Family Living.* "I can see," he shrieks, hysterically waving an orange and white copy under my nose, "changing the name of a periodical where a real change of contents necessitates such a change—or even changing it so that the title implies some major shift in emphasis or policy, but *Journal of Marriage and the Family* for *Marriage and Family Living,* yeeeiicckk! There has to be, there just has to be some sort of plot afoot to send all serials librarians to early confinement."

"Why?" he says, seizing my lapels and thrusting his little red-rimmed eyes next to mine, "why didn't they change the size too, in the middle of a volume yet, and do it up properly? Will you, I beg and I plead, ask your readers to participate in a massive letter-writing campaign to get this title changed back to what it was? Not much maybe, but at least a symbolic victory for serials librarians everywhere if we succeed."

With that he collapsed on the floor.

Picking up the periodical which had dropped from his limp fingers I opened it and discovered to my amazement that the primary (only?) reason for the change of title was a change of editors. Aw, c'mon fellows, think what this will do to the *Union List of Serials* if it becomes a tradition.

Letters of protest may be addressed to: Marvin B. Sussman, Editor, *Journal of Marriage and the Family,* Western Reserve University, Cleveland, Ohio.

(NOTE: Our intelligence informs us that the *American Catholic Sociological Review* is plotting a similar maneuver.)

UNFURNISHED ROOMS IN THE HOUSE OF INTELLECT

Those of you who may have occasional qualms about some of the research conducted in our chosen profession under the guise of scholarship (*Lucy Baldas Etcheverry; a Biobibliographic Sketch of Northern Wisconsin's Greatest 19th Century Female Poet*) and wonder whether it might not be wise to slip into social work or bartending while there is still a chance, need only dip into an issue of the *Research Quarterly* (American Association for Health, Physical Eduction and Recreation) to realize how worthwhile it all is in the cataloging department or at the reference desk. A thorough reading of this journal might prompt some of the bolder among us to have M.S.L.S. tattooed on our wrists or foreheads, or wear a day-glo badge proclaiming I AM A TRAINED PROFESSIONAL LIBRARIAN.

Take for example "Anthropometric Measurements, Somatotype Ratings and Certain Motor Fitness Tests of Physical Education Majors in South Africa;" or "Comparison of the Ice Hockey Wrist and Slap Shots for Speed and Accuracy"; or the "Effect of Eating at Various Times on Subsequent Performances in the 440-Yard Dash and Half-Mile Run."

All of which prompts me to wonder whether

there is not a vast untapped field here for research in case we run out of imprint studies, cataloging the piano rolls at L.C. or indexing the back issues of the *American Catholic Poultry Farmer*. How about, "A Study of the Comparative Time Required for Members of the Cataloging and Circulation Departments to Get Their Coats On and Out of the Door at 5:00 o'clock"?; or "Comparative After-Lunch Cataloging Performance of Librarians Who Eat in the School Cafeteria and Those Who Bring Their Own Lunch"?; or, better still "The Soporific Effects of a Selected Group of Library Journals on a Random Sampling of Librarians"?

NEW EQUIPMENT

THE TINGLE-MATIC. This handy little electronic device may be strapped to wrist, ankle or any inconspicuous place. Guaranteed to deliver intermittent, harmless jabs of electric current when in proximity to bundles of old pamphlets, rare books, fine bindings, autographed letters, or Henry Miller. Especially useful for obtuse librarians with low sensibilities. Fully endorsed and recommended by Lawrence Clark "Tingler" Powell. For information write to: TINGLE-MATIC, Box 106, Last Gasp, Montana.

AND IN VIEW OF HIS MAJOR CONTRIBUTION TO . . .

In the winter when the snows are deep and the long tentacles of boredom have wrapped themselves securely around the spirit, when it seems that everything that could be discussed has been discussed, and when we stand about silently with noses pressed against the windowpanes waiting for signs of the first robin—then someone is sure to suggest, "I know what let's do, let's think up some awards for people!"

Some idea of the magnitude of this activity going on under the cover of snow can be gathered by examining the *International Dictionary of Literary Awards* (N.Y.: Scarecrow Press, 1963. $15.00). Here, in the field of literature alone, one can discover more than 1100 international prizes and their winners. Multiply this by the number of fields of endeavor known to man and there should be

A great philosopher surveys the moral systems from Socrates to Sartre

Jacques Maritain

MORAL PHILOSOPHY

An Historical and Critical Survey of the Great Systems

"Penetrating and compact . . . an incomparable working tool . . . Maritain goes to the heart of each of the systems . . . analyzing them with lucidity and precision." —*Les Etudes Philosophiques*

$7.95 at all bookstores

SCRIBNERS

enough prizes, of one sort or another, so that each of us could have one if only they were distributed equitably.

For those of you in the dismal science (M.S.L.S.) who were not fortunate enough to have won an award last year the P. J. Laux Foundation for Poor Losers is pleased to announce the establishment of the following new awards and prizes:

(1) The "Sheer Plod Makes Plow Down Sillion Shine" Award. This award, a small symbolic stainless steel plow mounted on a teakwood base, will be given by a well-known manufacturer of farm implements to the librarian who successfully reads from cover to cover (without visible signs of having passed into suspended animation, hypnosis, catatonia or any other comatose state) a complete issue of *The Library Quarterly*. A similar award, in cast aluminum, will be presented to the librarian who successfully traverses a similar slalom through *Library Resources and Technical Services*.

(2) An engraved shingle, bearing a message of appreciation from the National Forest Conservation League, will be presented to the librarian who can furnish documentary proof that he did not write an annual report, a procedure manual, a statement of policy of any type or otherwise participate in similar paper-wasting activities during the past year.

(3) The Anti-Boredom League of America will present a pair of vicuna blinders to the librarian who has not written anything about, read anything about, or been engaged in discussion about academic freedom, censorship or the freedom to read during the past year.

(4) The "Home is Where the Books Are" Award, a small symbolic anchor, will be awarded to the librarian who did nothing more to further the progress of librarianship during the past year than stay in his (or her) library and try to help the people using it.

(5) The Rin-Tin-Tin Memorial Award (a handsome gold-plated dog biscuit) will be awarded by the Dog-gone Good Dogfood Co. to the Information Retriever who can swim with a stick in his mouth across the Potomac River.

NEWS FROM THE FIELD

One of my readers (I have three that I know of) has written me an enthusiastic endorsement of *Better Libraries Make Better Schools* (No. 4 in the Shoe String "Contributions to Library Literature Series," 1962. $6.00). This is, again, a collection of articles by divers hands covering almost everything one could think of from the elementary through the college level: training circulation assistants, overdues, theft, bulletin boards, teaching library skills to small fry, etc.

My correspondent informs me further that the book contains "plenty of meat (and tasty fare at that) for a stimulating unit meeting, or teachers meeting and is chockfull of ideas which an imaginative teacher or librarian could easily translate into Catholic Book Week activities."

All of which seems to indicate that this treasure-chest belongs in just about every library serving students.

A VIEW FROM THE BRIDGE

It is always profitable to heed the words of one who, by nature of his experience, can speak with authority. Verner Clapp, whose long association with the Library of Congress and current position as president of the Council on Library Resources most eminently qualifies him for this role, has, in *The Future of the Research Library* (U. of Illinois, 1964. $4.50), offered us a concise view of the problems facing this type of institution as it strives to fulfill its proper function.

Prefacing his primary thesis with a startling view of library growth ("the ten largest American libraries increased their acquisition rate by 71 per cent between 1940 and 1960—from 196,000 to 371,000 pieces a year"), Clapp delineates a two-pronged approach to the problem of future growth, introducing the concepts of the "extension of local self-sufficiency" and the "extension of the sharing principle" and developing the implications of each.

Certainly the major first step in the solving of any set of problems is the concise statement thereof. This has been admirably accomplished in what I can only describe (at the risk of being shot) as an "acute appendix" of some 54 pages which is roughly the size of the text itself. How-

ever, the problems are not just baldly stated. Programs of research for overcoming the obstacles are outlined and then each of the 21 programs is discussed in some detail. All in all, the actual working out of solutions should occupy several generations of librarians and allay any fears the profession may have about facing an imminent crisis over excess leisure time.

This is a work which must be read carefully by every college and university librarian. Whether the problems outlined are of immediate concern or not, most of them will, eventually, form a part of the fabric of everyday life in all libraries concerned with research. And, whatever one may think of the way things are shaping up for the future, whatever opinions one may hold on data processing, automation, information retrieval and the rest of the paraphernalia of the "new librarianship," it appears that they are here to stay, in some form, and that the "old librarian and his almanac" will gradually be relegated to a place in American folklore.

CLA NEWS AND VIEWS

Contributing Editor
SISTER MARY MARGARET, C R S M
Mater Misericordiae Academy,
Merion Station, Pennsylvania

GREETINGS FOR A HAPPY AND PROFITABLE SUMMER!

The Detroit CLA Convention was smooth-running, profitable, and enjoyable. News was out in sufficient time to let us all know what would be offered. From the very beginning, the program looked good and I was most enthusiastic about attending. As a High School Librarian, I felt the High School Libraries Section meetings were perfect. I feel sure members of the other sections reacted the same way. May Hill Arbuthnot was the recipient of this year's Regina Medal. To anyone who has taught or studied children's literature, the recipient is no stranger. In fact, the Elementary Libraries Section was tempted to use the nickname Frederick Melcher was given by his friends. Mrs. Arbuthnot is truly a MRS. Books. She has not only been known for her anthologies of children's literature (*Time for Poetry, Time for Fairy Tales, Time for True Tales and Almost True*) and for her text, *Children and Books,* but she is known before all else as an educator. Mrs. Arbuthnot's latest work has been the new editions of her anthologies and her fourth edition of *Children's Book Too Good to Miss.* At present she is working on a new edition of *Children and Books* which is scheduled to appear in 1964. It was a wonderful week. We all returned home spiritually, intellectually and emotionaly enriched. May Philadelphia "go and do in like manner."

Congratulations, too, to Rev. Bro. Peter Montague, F M S, Archbishop Molloy High School, Jamaica, New York, Chairman of the BROOKLYN-LONG ISLAND UNIT on the thought-provoking, soul-stirring *Newsletter* he edits for the CLA High School Libraries Section. Any High School librarian not a member of the National High School Libraries Section certainly misses something. Thanks to Brother for the national survey he made on Catholic High School Libraries. I could not wait to receive the report to see where I stood.

The ONTARIO UNIT held its spring meeting in Detroit in the Statler Hotel in conjunction with the Catholic Library Association's Fortieth Annual Convention. This was to permit as many of the members as possible to attend both.

STUDENT LIBRARY ASSISTANTS

The High School Libraries Section of the PHILADELPHIA AREA UNIT will sponsor its one day tour to Washington for its Catholic Student Library Assistants this May.

The Catholic Student Library Assistants of the WISCONSIN UNIT held its annual meeting at St. Joseph High School, Kenosha. The "Bible as Literature" was the topic of the keynote address given by Rev. Eugene Konkel, S S. The afternoon was given to the discussion of a novel, talks by an author, and by an editor of teen-age books. The meeting closed with a question-answer panel on "Librarianship as a Career." The panel members were public, college, and school librarians from the Kenosha

area. The day's program had been planned to emphasize the purpose of the guild; to give greater depth of appreciation to the members for service, books, and librarianship as a profession. All Catholic schools were invited to attend.

In the NORTHERN CALIFORNIA UNIT, the Student Library Assistants of Presentation High School in San Francisco work as volunteers in the Library Credential Department of the University of San Francisco Library. They prepare books for the shelves and do other clerical jobs. Sister Mary Alma, Head of the department, says that the training they receive in the high school library makes them useful workers. The students, themselves, find it fascinating to take part in the operation of a large library. There was a joint meeting, recently, of the library clubs of Our Lady of Mercy High School, Merced, San Joaquin Memorial High School, Fresno, and Garces High School, Bakersfield. This meeting was held at San Joaquin Memorial, with Sister M. Francella, I H M , of Our Lady of Mercy as chairman.

Sister M. Catharine, S S N D says that Library Service attracts the better students. Of Sister's Student Library Assistants, one is an underwater diver and also an instructor in that field. Another is doing advanced work in piano and has sent some of his recordings to the National Teachers of Music. State honors with an "A" rating in forensics is the "trophy" of another. This student also won first place at the Summer School of Catholic Action in Chicago last summer for her dramatic rendition of "Rebecca." Three are members of the Advanced Science Class. One of these is also a member of the National Honor Society. One of the '63 graduates, who was a Student Library Assistant for two years, then served in the public library, won a National Merit Scholarship and is now attending Our Lady of the Lake College. Sister Mary Catharine is librarian of St. Mary High School, Menasha, in the WISCONSIN UNIT.

NATIONAL LIBRARY WEEK . . .

The Pennsylvania Library Association recruiting committee designated April 14th as "Librarian For a Day" day in Pennsylvania. The event was held as an adjunct to National Library Week. As projected, "Librarian For a Day" found high school students in professional positions in school, college, special and public libraries throughout the Commonwealth. Exposure to behind-the-scenes activities gave students an enlarged understanding of library procedures and, it is hoped, encouraged some students to consider careers in librarianship. Members of the recruiting sub-committee directing the event sought broad participation from all types of libraries. Every high school superintendent, librarian and guidance counselor, and every head librarian in college, special and public libraries was asked to cooperate. Much of the organization and promotion of the program was carried on through contact with the chief librarians in Pennsylvania's district public library centers.

The Spring meeting of the Secondary Schools Section of the WESTERN PENNSYLVANIA UNIT was held in the Bonnecamp Room in the Diocesan Building. The program centered around a panel discussion on "The Middle State Evaluation," with Sister Gertrude, R S M as moderator. Panelists included Sister Hugoline, who covered the Instructional Materials Staff; Sister Marietta, who discussed Organization and Management; Sister Linus, who spoke about Materials; and Sister Hildegarde, whose topic was Physical Facilities. Principals and Librarians attended.

The GREATER CINCINNATI UNIT held its Spring meeting at the University of Dayton. The General Session was under the chairmanship of Miss Margaret Long. In the College and University Section, Sister Mary Teresita, O S B , was the Chairman. "Subject Divisions in the Library; Their Scope and Function" was the topic of Leo H. Meirose. Rev. Robert Buening was the Chairman of the High School Section meeting. A Panel Discussion was held with Mrs. Alice O'Connor, Ursuline Academy, and Rev. Bernard Bruening, Fenwick High School as panelists. The topic was "Partnership: Faculty and Librarians." Miss Ellen Strahler discussed "Telling Stories to Children" in the Elementary Section meeting under the chairmanship of Sister Mary de Sales, O S U . The Business Meeting was followed by a tour of the University of Dayton Libraries: Curriculum Library; Marian Library; and College Library.

THE BISHOP TOOLEN UNIT suggests

A librarian should ask herself what has been done by me or by my school in my contacts with students to encourage them to follow the vocation of library work. Is it not the task of the librarian to implant in the minds of the better students an interest in and a love of books, and also a desire to work with books and to study library science? The opportunity presents itself in many ways. Stimulate the students to become assistants in the library, to be members of your library club and give them things to do which carry responsibility. Finally, talk to students about their own personal library. This is a project of the association, but perhaps we should think more of it and devote some time to this. Whatever we can do to get the boy and girl to have his or her own books will be an effort well spent.

How to interest students in books? asks St. Bernard College, Cullman. No better way than making books and other reading material easily accessible to the students. Place them out in open view and students will be attracted and led to browse and end up by taking some to read. Another device is to spread book posters and book-displays, not only in the library and reading rooms, but also in cases and places where students pass many times a day. Books with striking titles will always catch their eye. Try it some time.

St. Jude High suggests activities that have been found effective: Place slips in periodicals to know what students are reading; display new books with posters inviting students to read them; place posters in corridors with captious slogans, such as, "The Man Who Doesn't Read is No Better Off Than the Man who Cannot Read."

The set of three Library Filmstrips, owned and distributed by the BISHOP TOOLEN UNIT with Free Rental, is used to help students to learn all about the library. The filmstrips prove most effective, but John Carroll High School found it necessary to purchase and own a set for its own school. The filmstrips are used not only by the librarian, but also by the teachers. The films, in bright colors, explain "Using the Library" for research as well as all the other essentials of library operation. They are a help to the librarian, as they teach the student as-

THINK SMALL!!

CHOOSE CONSOLIDATED AND JOIN THE SATISFIED MINORITY.

★ Speedy Service

★ Immediate Follow-up

★ Custom Billing According to Your Specifications at no Extra Charge

★ Stock on Hand of All Major Publishers

Only a few order librarians are happy with their suppliers, and we are the happy makers.

Send for our maximum discount schedule.

We never cancel any orders without your approval.

We don't advertise much. Most of our accounts are obtained by recommendation.

Because we can't afford to take you for granted, try us the next time.

CONSOLIDATED BOOK SERVICE, INC.

(Normon Perle, Pres.)

20 E. 30TH ST.
NEW YORK, N.Y. 10016
MU 4-5717

sistants and also the other students. The library checks out unbound periodicals, and there has been a noticeably increased interest in current happenings, both domestic and foreign. The filmstrips help the student to find his way around this world of information.

Parish Libraries

The Trenton Unit reports of thriving Parish Libraries throughout the Diocese. Most pastors felt the need of a library and undertook to fill that need. Although each library is set up to serve its own particular needs, the results of a survey indicated that the services rendered and the problems encountered are basically similar. It showed also that despite the fact that in most cases personnel is non-professional, interest and enthusiasm is high. There is a genuine desire to provide the best in Catholic reading through the parish libraries. Facilities vary from parish to parish. St. Joseph's, Bound Brook; Our Lady of Peace, Fords; St. Cecelia's, Iselin, and St. Joseph's Carteret, find space in the parish school. St. James Parish Library, Pennington, is located in the Parish Center Building. St. Joseph's in North Plainfield has what might be called a mobile library. Here for the past eleven years Mrs. George Lenskold has been lending books from a closed bookcase on casters in the church hall. Trenton's St. Anthony's Library and St. Joachim's Catholic Lending Library are housed in their own parish buildings, and the Aquinas Library in Red Bank rents at its own expense half a building from which it serves residents of the north Shore area.

Answers to the questionnaire disclosed that most of the libraries are open Sunday mornings for the convenience of persons on the way to or from Mass, and that in practically every instance circulation figures are highest during these hours. Parish librarians, it seems, have to be super-salesfolk, ever alert to the times when possible readers might be near. Two libraries are open the evenings the parish High School Confraternity meets. Shopping nights and nights when parish organizations meet, help to bring people in to browse or borrow a book. These evening hours give the personnel the opportunity to attend to clerical work.

Financing, the study revealed, is a universal problem. A steady income is necessary to keep the library up-to-date and useful. Seven of the parish libraries indicated that they ask an annual membership fee, usually $1 a family. Others charge a set fee for each member. Even those few libraries which offer free membership, charge fines in varying amounts for overdue books. Others are subsidized by parish organizations; and then there are those who gain needed revenue through fund-raising projects. Because of budget limitations, librarians give great care and attention to the selection of new books to be purchased. The reviews in such magazines as the *Critic, Best Sellers* and *Sign* are particularly helpful.

All libraries offer a wide variety of reading material. Books on doctrine, spiritual reading, biography and fiction are available. Books for children are plentiful; in fact, three of the libraries can boast a total of 2,000 juveniles. Young readers are a source of joy and consolation to the parish librarian. It was noted that many parents do not seem to know how to foster good reading habits among their children. There are the impatient parents who do not allow the child enough time to select a book, the disinterested parents, and those who insist that the child choose only those controlled vocabulary books he can read himself.

Most members of parish library committees are nonprofessionals, but are able to obtain invaluable information regarding the proper setting up and operation of a parish library from such publications as the Catholic Library Association's *Parish Library Manual*. Occasional help from a trained librarian can be of great advantage and may even be imperative when certain technical difficulties arise, especially in the processing of books. Throughout the diocese membership is growing—a tribute to the interest and encouragement of the various pastors, and the enthusiasm of the library committees who give not only of their time but of their talents to foster good reading.

Catholic Book Week Celebrations

The seventh annual Catholic Press Month Luncheon of the Western Pennsylvania Unit was a big success judging by the crowd that overflowed to the balcony of the Penn-Sheraton dining room, and by the enthusiasm

with which the pre-luncheon and dinner programs were received. Rev. Alvin A. Illig, C S P, Executive Manager of the Paulist Press, Co-founder of the New York Archdiocese Adult Education Program for Vocations, and Creator of the fast-growing Catholic Library Service, was the main speaker. Speaking on "Reading Shapes Ideas; Ideas Shape the World," Father Illig stressed the necessity of reading in this fast changing world. With supporting statistics on reading and libraries, and with delineations of the many technological changes in our current civilization, he made a strong plea for teachers and librarians to instill into the young a desire for reading as a pleasurable experience. Honored guests at the luncheon were Bishop William G. Connare of the Greensburg Diocese, Mayor Joseph Barr, and Mr. M. Richard Wilt, C L A's Executive Secretary—all of whom gave brief talks. Other honored guests were John Cicco, Assistant to Msgr. John McDowell of the Pittsburgh Catholic Schools, William Weiland, of the Paulist Press, Rev. Joseph Fedyszak, representing Bishop Elko, and Robert Denham, representing the Duquesne Council of the Knights of Columbus.

Three $250 grants were awarded at the luncheon to the following lucky schools: Blessed Sacrament Elementary School, Natrona Heights; St. Anthony High School, Follansbee, West Virginia; St. Paulinus Elementary School, Clairton, Pa. who received $250 worth of processed books donated by the Paulist Press. The 1963 Book Quiz winners were Elizabeth Biller of St. Aloysius School, Cresson and Peter Polland of St. Joseph School, Bloomfield. A program was arranged for each of the sections. At the Elementary Section, Sister M. Leonard, O S F, spoke on "The Library, the Link Between Teacher and Pupil." Speakers for the Secondary Section were Miss Carol Vogel, recruiter for A.L.A. and Mr. Vito J. Brenni, Assistant Professor at Duquesne University, whose topic was "Directions in School Library Collection." Mr. Brenni noted two major trends; that school book collections are getting larger and better and that there is an improvement in the training of school librarians. In addition to more reference, science and social science titles, librarians are building

WANT TO ENRICH YOUR STUDENTS' SUMMER READING?

There's an easy way — with a Scholastic Summer Book List!

Your students can choose from a wide variety of titles — classics and contemporary favorites, fiction and non-fiction. All are in attractive paperback editions. And all have been approved for student reading by distinguished educators and librarians.

Usually 35¢ and 50¢ each, every title is now being offered at special summer bargain prices. For a limited time, your students can buy these top-flight paperbacks at savings of up to ⅓ and ½ off the list price!

So please don't delay. Just clip, fill out, and mail the coupon. You'll receive a professionally approved Summer Book List — with enough copies for all your students, bound into handy pads of 25 sheets each. All you do is pass them out. Your students do the rest. They choose the titles they want, order on the form provided, and mail. Books are sent to their homes, postage prepaid.

Enrich your students' summer reading; mail the coupon **today!**

STUDENTS' SUMMER BOOK LISTS

Please send me — at no cost or obligation — pads (25 sheets each) of the book list(s) indicated below. I have noted the number of pads I will need for each list in the blanks provided.

___Elementary List (Grades 4, 5, 6) 30 enduring favorites, including classics, biography, science, animal stories. 4 BOOKS FOR ONLY $1.00!

___Junior List (Grades 7, 8, 9) 46 classics and popular titles. 3 BOOKS FOR ONLY $1.00!

___Senior List (Grades 10, 11, 12) 46 of the world's great books — highly recommended for the college-bound student. 3 BOOKS FOR ONLY $1.00!

Teacher _____
(please print)

School _____

Address _____

City _____ Zone _____ State _____

Valid in the U.S. and its possessions only. CL-SP4

SCHOLASTIC BOOK SERVICES
904 SYLVAN AVENUE ENGLEWOOD CLIFFS, NEW JERSEY

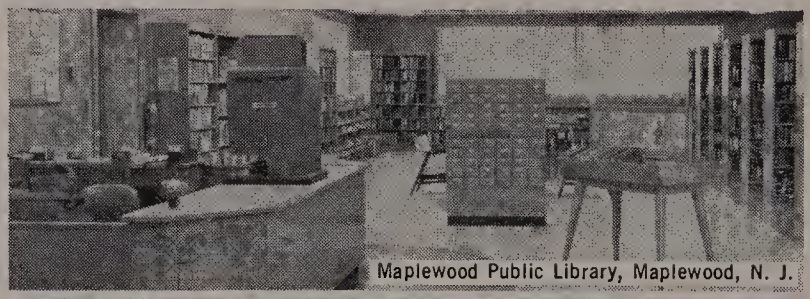
special collections, such as paperback, pre-college, and books for advanced placement classes. Mr. Brenni also noted that the professional collection is growing in depth and breadth, providing teachers, supervisors, and administrators with the latest in educational philosophy and psychology, classroom practices, curricula, and teaching aids. He made an urgent plea to librarians to collect more free teaching aids. At the College Section, Sister M. Henrici, P C J, reviewed the two recent works on Cardinal Newman, "Pillar of the Cloud" and "Light in Winter." Exhibitors were on hand throughout the day.

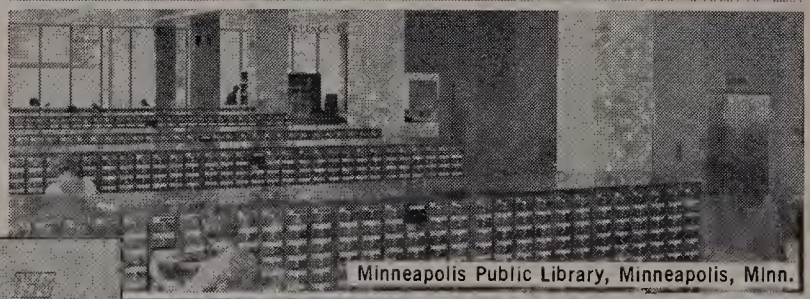
The BISHOP TOOLEN UNIT met at Spring Hill College, Mobile, with the theme "Elementary, Secondary, College Articulation Through Better Library-Teacher Co-operation." The one day meeting began with Mass in the College Chapel with Rt. Rev. J. Edwin Stuardi as celebrant. The all-embracing theme attracted many educators of the diocese. Guest speakers were Very Rev. Anthony McDevitt, Vice Chancellor of the diocese; Very Rev. A. William Crandell, S J, President of Spring Hill College; Miss Martha Jule Blackshear, Library Consultant of State Department of Education. Presiding at the luncheon was Rt. Rev. J. Edwin Stuardi, Superintendent of Schools.

One hundred and fifty members and friends joined in the celebration for Catholic Press Month in the GREATER CINCINNATI UNIT. His Excellency, Bishop Paul F. Leibold, celebrant of the Mass, addressed the group on the Vatican Council's Constitution of "The Media of the Written Word." His Excellency spoke of the great responsibility of libraries and librarians. Fleming Healy, the speaker of the day, recalled his childhood experiences in the library and with books of his academy days.

It has always been the custom at Albertus Magnus High School, Bardonia, N.Y., to bring Catholic books before the eyes of all and to encourage them to read. Again, the usual "big four" contests were initiated and undertaken by the Library Club under the direction of Sister Marie Joseph, O P, librarian. These included a Book Character Contest in which the contestants were invited to dress dolls to resemble book characters. Proudly

BETTER LIBRARY FURNITURE?
Of course . . . it's
STANDARD LIBRARY FURNITURE


Maplewood Public Library, Maplewood, N. J.


Minneapolis Public Library, Minneapolis, Minn.

Manchester Public Library, Manchester, Conn.

There's outstanding equipment designed for your reading public too. For free planning guides, write to Dept. E-06

BEFORE YOU BUY CHECK E & I
Available to colleges and universities through E & I under contract No. 39.

STANDARD WOOD PRODUCTS CORP. LIBRARY DIVISION 10 Columbus Circle, New York 19, N. Y.

standing erect were the Prince and the Pauper, Meg, The Cardinal, Carol Heiss and a host of others. As the students visited the library, favorable, audible comment was heard. Many Posters, Book Jackets and Book Reviews decorated the bulletin boards outside the library. Another understanding of the Library Club during this important week was the giving of "book talks" to the different classes. This helped to focus attention on wholesome reading and its necessity.

The Catholic Students' Mission Crusade of St. Joseph's Ursuline Academy of Malone, N.Y., conducted a subscription campaign for Catholic magazines in conjunction with the *Catholic Digest* Decency in Reading Program. Members of the Unit also distributed Catholic Reading material to the jail, the County Home for the Aged, the Hospital, and the Home for Aged Women. The Student Library Council at a special meeting processed the new books, jacketed them, and arranged an exhibit in the library. The Council also broadcasted a program "Read and Unite our Changing World" over the local radio WICY and sponsored a Book Fair under the auspices of the National Catholic High School Paperback Book Fair.

Students through Grades seven to twelve entered an Essay and Art Contest sponsored by the OGDENSBURG UNIT. The students of the Seventh Grade presented a program for the Eighth Grade. This consisted of poems, essays, book reviews and songs appropriate for Catholic Press Month and Book Week. Following the program, five students were admitted to the Pius Tenth Readers Guild; twenty-two received certificates for having read at least ten books; twenty-nine were admitted into the 15-Club; three to the 40-Club; and two to the 50-or-more Club.

In the fall we will all be fired with new energy and enthusiasm. The amount and variety of activities carried on by the units this year was tremendous. May we be encouraged to use the stored-up energy acquired this summer, to further expand the work of each unit.

Handbook of Biblical Chronology

By Jack Finegan

The whole question of how time was reckoned in the ancient Biblical world is here reviewed on the most comprehensive scale yet attempted, and the entire sequence of Biblical dates from 605 B.C. onward is carefully established. In this book, Professor Finegan, not only provides a clear description of the field but supplies within one volume the necessary lists and tables for calculations, with sources and further literature.

352 pages. $8.50

Order from your bookstore, or

PRINCETON UNIVERSITY PRESS

Princeton, New Jersey

LETTERS TO THE EDITOR

Editor: This letter comes to you with a two-fold purpose: to tell you of our delight at receiving the excellent exhibit provided by Catholic publishing houses and to summarize briefly the use we made of it.

Let me say, first of all, that it was a little difficult at times to keep the books *on* exhibit. We displayed the books in the library proper and in the main college corridor leading to the library reading rooms. Concensus of opinion rated the display "attractive, interesting, and timely." Faculty members, especially made it difficult to keep the "on exhibit." They were at the display often, browsing, commenting on books they wanted very much to read and to use in course work and, sometimes, quietly taking books away for overnight reading.

Besides the faculty and the student body, the display was visited by more than 100 members of the Confraternity of Christian Doctrine who receive training at Marian College, as well as by PAVLA volunteers for whom Marian College is the training center in the Milwaukee Archdiocese.

Faculty members and librarians from local schools as well as public librarians were guests at a Book-Browsing Tea.

Three faculty members talked on Catholic Reading at a program in the college auditorium. Two faculty members gave talks on Catholic Books off campus. Publicity in the local newspaper and over the local radio station made the general public aware of Catholic Press Month, Catholic Book Week and the exhibit to which they were invited. Persons visiting the exhibit received annotated bibliographies of the books displayed.

The satisfaction we enjoyed in this successful participation in Catholic Book Week will deepen as we make future use of these books in our own collection. We are most grateful for this opportunity of sharing Catholic books.

Sister M. Alma, CSA, Librarian
Marian College of Fond du Lac, Wisconsin

RENEW YOUR MEMBERSHIP EARLY.

CONGRATULATIONS!

Fellow members of the Catholic Library Association join with Officers of the Association and the Staff at the Central Headquarters in saluting and welcoming this year's graduates of Catholic programs of training in library science. We are mindful, too, of Catholics in training programs under other auspices.

Part of our welcome is the invitation to share membership in our Association as a step in the continuation of the training so hopefully completed.

The nature of a profession embracing so much of the element of service and of giving of self should beget in the newly graduated the proper element of the virtue of humility. That self-effacement will contribute to the possession of an attitude that welcomes the opportunities for apprenticeship, so that the graduate can draw on the wisdom and experience of his predecessors in the field.

Our hearty congratulation go out to the new workers advancing into the vineyard whose harvest is the utility and beauty of a book. Continue to prepare yourselves to know the fruit of that harvest in its application to individual persons.

Our prayerful good wishes accompany you to render assistance in the challenge: "Ask what you can do . . ."

Reverend Ambrose Burke, T.O.R.
Pius XII Memorial Library
St. Francis College,
Loretto, Pennsylvania

Seven short months before he died, a great American, President John F. Kennedy, wrote these important words:

"Good libraries are as essential to an educated and informed people as the school system itself. The library is not only the custodian of our cultural heritage but the key to progress and the advancement of knowledge. With increasing leisure, its resources can enrich the quality of American life. Libraries, like all other institutions, must grow and adapt to changing requirements and conditions. The rate of change in the world today and in our knowledge of it is incredibly fast. We cannot afford to let our libraries slip behind."

TALKING SHOP

Contributing Editor
RICHARD J. HURLEY
Supervisor of School Libraries,
Fairfax, Virginia

Perhaps you will be ordering your September books when this issue of CLW arrives. Of course, you have placed on the order the Caldecott award title for 1963—Maurice Sendak's *Where The Wild Things Are* ($3.79 net) and the Newbery award *It's Like This, Cat* by Emily Neville ($3.27 net). Harpers hit the jack-pot this year with both award books. As we write this we have next to the typewriter a letter from Sendak concerning a talk for the Washington Book Week Luncheon. He says he wants the talk to be as free and easy as possible. "It will probably cover some aspect of book illustration — perhaps the problem of harmonizing text and pictures. I'd prefer not being too specific—my talk will likely be off the cuff and I'll probably range far afield." I introduced his talk as "off the cuff" and remarked that if anyone deserved the Caldecott award it was Maurice Sendak. The award committee evidently thought the same. The award book is receiving mixed reactions, although the ferocious wild things encountered by young Max, sent supperless to bed, are really gentle and do not produce the nightmarish feeling of some other recent fantasies. Max sails back home when he smells good home cooking and in his room he finds supper waiting—and hot! We like to think that the Award was made for Sendak's exquisite *Nutshell Library* (Harper $1.84 4 volumes) and for his total contribution. Sendak has written and illustrated better books and will do so again, but you will not find the present selection gathering dust in your library.

The Newbery book describes a 14-year old boy's life in New York City with all the magic this unique locale has for others—and maybe for the natives! There are human relationships with parents, friends and neighbors — and Mary. It is a good picture of an adolescent written in the first person, present tense. It is off-beat and follows the tendency of the Newberys to be "different." As a regional novel it has its pros and cons, and in the hinterlands of Virginia, we wonder if the ordinary reader would enthuse over Coney Island et al.

The Newbery award titles in every research study we have examined do not fare well as to popularity. The selection committee seems to choose for itself, and not the real consumers. They are not the best loved books in the library. There is no magic to the name—a Newbery book. Every selection should be judged upon its own merit. Catholic librarians are particularly sensitive about certain aspects of the book selection. In 1922 the first Newbery award went to VanLoon's *Story of Mankind* and like most of VanLoon, one sprinkles holy water over his writings. Elizabeth Coastworth's *Cat Who Went to Heaven* may convert a child to Buddhism but we doubt it. Gray's *Adam of the Road* deals none too gently with the monks and friars of medieval England. We recognize only one Catholic author — Monica Shannon and her *Dobry*. The Caldecotts represent to us a sounder set of books with also a Catholic winner—Leo Politi and *Song of The Swallows* (the Mission of San Juan Capistrano).

We have proposed from time to time a study of the effect of books upon the attitudes of children. In this we were referring to the possible harm in developing anti-Catholic ideas in Kingsley's *Westward Ho,* in *The Connecticut Yankee in King Arthur's Court, in Lorna Doone,* in the *Water Babies* in *The Cloister and The Hearth,* in certain editions of *Robin Hood.* The survey should cover not only non-Catholic children, but the termite results among Catholic children. We are what we read. There is no such thing as being neutral with books.

In our own meanderings we have picked up Jim Bishop's *A Day in the Life of President Kennedy.* (Random, 1964 $3.95) based upon a typical day in the White House a week before President Kennedy was called home by his Heavenly Father. It follows the format of his Lincoln and two Christ books.

We have also liked Anne Malcolmson's *A Taste of Chaucer;* selections from The Canterbury Tales. (Harcourt, 1964 $3.75) After

a biographical and literary introduction we meet in the Prologue some of the pilgrims enroute to the shrine of St. Thomas a Becket. Then follow nine tales. All are "translated" into modern English and there is also the benefit of Glossary and Notes. The effort to have readers read Chaucer in Middle English has resulted in the work having a worse reputation than Shakespeare among teen-agers. We are sure Mrs. Malcolmson has rescued Chaucer and has done a distinct service for all pilgrims along the road of life. Like the Clerk of Oxenford "and gladly would he learn and gladly teach."

We would like to throw the orchid in this month's TS to Ethna Sheehan for her *A Treasury of Catholic Childrens Stories* (Lippincott, 1963 $4.95). She quotes Cardinal Newman's definition of Catholic literature as not one that treats exclusively or primarily of Catholic matters but includes all subjects of literature whatsoever, treated as a Catholic would treat them. The collection has over fifty legends, stories, poems, saints lives and the like with non-Catholic and Catholic writers. For summer reading—just the thing!

LIBRARIANS

You are buying the best **BOOK SERVICE** when you are buying from **E.B.S. inc.**

Efficiency
•
Best prices
•
Superior service
•

RAPID REPORT SYSTEM
CUSTOM BILLING
STANDING ORDERS

- **TRADE**
- **TECHNICAL**
- **REFERENCE**
- **TEXT**

E.B.S. inc. BOOK SERVICE
359-361 N. Central Ave., Valley Stream, N.Y.

NEW AT YOUR BOOKSTORE

This column is to acquaint our readers with many of the new titles appearing on the book dealers' shelves. Our reviewing staff is limited by time to attempt reviews of all the titles we receive. This is regrettable because many new titles are worthy of your attention.

BOLELSEN, C. A. *Aspect's of Kipling's Art.* New York, Barnes & Noble, 1964. 169 p. $5.00

This is another in the critical books about authors. Once again, Kipling is being studied as a serious author, and this book will be helpful to a student of his work.

CHRISTIAN, HENRY M., ed. *Peace and Arms; Reports from The Nation.* New York, Sheed and Ward, 1964. 243 p. $4.50 64-13572

The *Nation* has consistently tried to make Americans aware of the ever present danger of war. Mr. Christman has gathered together from that magazine the best of the articles by authors who are passionately pro-peace.

GALVIN, JAMES J., C S S R. *Blessed John Neumann; Bishop of Philadelphia.* Baltimore, Helicon, 1964. 261 p. $4.95 64-14665

The story of Blessed John Neumann is also a story of pioneer days in America. It makes good reading.

GETLEIN, FRANK. *Georges Rouault's Miserere* by Frank and Dorothy Getlein. Milwaukee, Bruce, 1964. 149 p. illus. $4.00 63-19633

Fifty-eight prints by Rouault comprise his "Miserere," which the artist terms our sharing the Passion of Christ. These stark, and powerful etchings are pictured and described by the Getleins.

KERNS, JOSEPH E., S J . *The Theology of Marriage; the Historical Development of Christian*

Attitudes toward Sex and Sanctity in Marriage. New York, Sheed and Ward, 1964. 302 p. $6.00 63-17145

Father Kerns quotes many sources in this history of the Church's thought on marriage. There is a bibliography.

MCGERR, PATRICIA. *My Brothers, Remember Monica.* New York, Kenedy, 1964. 210 p. $4.50 64-12456

From the sketchy material available, the author weaves a novel about the life of St. Monica. This is the mother's story, and her illustrious son plays a small part in the book.

MILLS, BETTY. *Mind If I Differ? A Catholic Unitarian Dialogue* by Betty Mills and Lucille Hasley. New York, Sheed and Ward, 1964. $3.95 64-13577

Betty Mills wrote to Lucille Hasley after reading *Reproachfully Yours.* Lucille answered, and the correspondence became almost a matter of habit. The unpolished letters have been published in a book. It make stimulating reading.

NATHAN, BOBERT. *The Fair.* New York, Knopf, 1964. 208 p. $3.95 64-12322

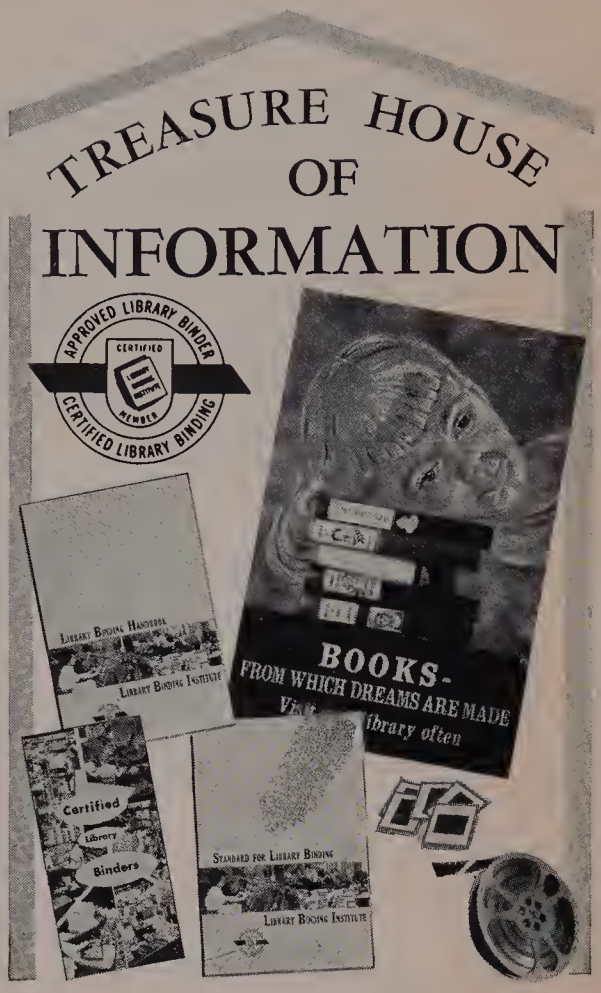
A master of satirical fantasy has written another delightful book. The scene is laid in England at the time of King Arthur. An angel is sent from Heaven to guard a young girl, but because he is black, he is placed "below the salt." While the slight saddens Azael, he accepts it all for the love of God.

O'CLERY, HELEN. *The Ireland Reader.* New York, Franklin Watts, 1963. 399 p. $7.95 63-16904

How better to learn about a country than through the eyes of its own people? Helen O'Clery has arranged her anthology by crises in Irish life, thus giving an indirect history of Ireland.

RAHNER, KARL, S J . *Nature and Grace; Dilemmas in the Modern Church.* New York, Shecd and Ward, 1964. 149 p. $3.50 64-13574

The danger that the individual will be submerged, and no longer feel the need of per-



TO HELP YOU
RECOGNIZE — AND GET —
CERTIFIED LIBRARY BINDING

There is only ONE LIBRARY BINDING whether you obtain it for rebound books, periodicals, or prebound new books.
LIBRARY BINDING — the very term — means a process exclusive for library use which Certified Library Binders warrant, and which provides maximum circulation and service from every volume bound to the rigid Library Binding Institute Standard.
Our Treasure House consists of new material for your guidance.

1. HANDBOOK OF LIBRARY BINDING (1963)
2. STANDARD FOR LIBRARY BINDING (Revised 1963)
3. COMPLETE MEMBERSHIP ROSTER (1963)
4. CURRENT POSTERS FOR LIBRARY PROMOTION
5. SET OF COLORED SLIDES "THE ART THAT BINDS"
6. 16mm SOUND, COLOR FILM "THE ART THAT BINDS"

All available without charge from

LIBRARY BINDING INSTITUTE
160 State St., Boston, Mass.

sonal faith and committment is the concern of Father Rahner in *Nature and Grace.*

RYAN, MARY PERKINS. *Are Parochial Schools the Answer? Catholic Education in the Light of the Council.* New York, Holt, Rinehart and Winston, 1964. 176 p. $4.00

A distinguished laywoman attacks the parochial school questions from a new angle. Many will disagree with Mrs. Ryan, but none will deny the validity of many of her points.

SCHARLEMANN, ROBERT P. *Thomas Aquinas and John Gerhard.* New Haven, Yale University Press, 1964. 271 p. $6.50 64-12659 (Yale Publications in Religion, 7)

Continental Protestant theology of the seventeenth century as personified in the thought of John Gerhard is discussed in relationship with Catholic theology as expounded by St. Thomas Aquinas. This book is another contribution to ecumenicism.

SNOECK, ANDREAS, S J . *Confession and Psychoanalysis.* Translated by Theodore Zuydwijk, S J , Westminster, Maryland, Newman Press, 1964. 132 p.

Father Snoeck points out the real difference between confession and psychoanalysis; emphasizing the latter is meant for people who suffer a definite illness.

SUFRIN, SIDNEY C. *Unions in Emerging Societies; Frustration and Politics.* Syracuse, Syracuse University Press, 1964. 124 p. $4.50 64-14084

Labor unions as we know them, do not fit into the pattern of new nations. In many instances they have had to change. The author explains the reasons for this. A detailed, annotated bibliography forms an important part of this book.

WATSON, GEORGE. *The Literary Critics; a Study of English Descriptive Criticism.* New York, Barnes & Noble, 1964. 22 p. $4.50

It is claimed for this book that it is a new approach to literary criticism. The student will want to decide for himself. A select bibliography is included.

The famous shop for Catholic Books

THE NEWMAN BOOKSHOP

Catholic books, Prayer books and Bibles—all languages. We can supply all books reviewed or advertised. Catalogs available.

For Mail Orders: Westminster, Md.

Expert Service on

MAGAZINE SUBSCRIPTIONS

for

ALL LIBRARIES

☆

Faxon's Librarians Guide

available on request

☆

For the very best subscription service at competitive prices—ask about our Till Forbidden IBM-RAMAC plan.

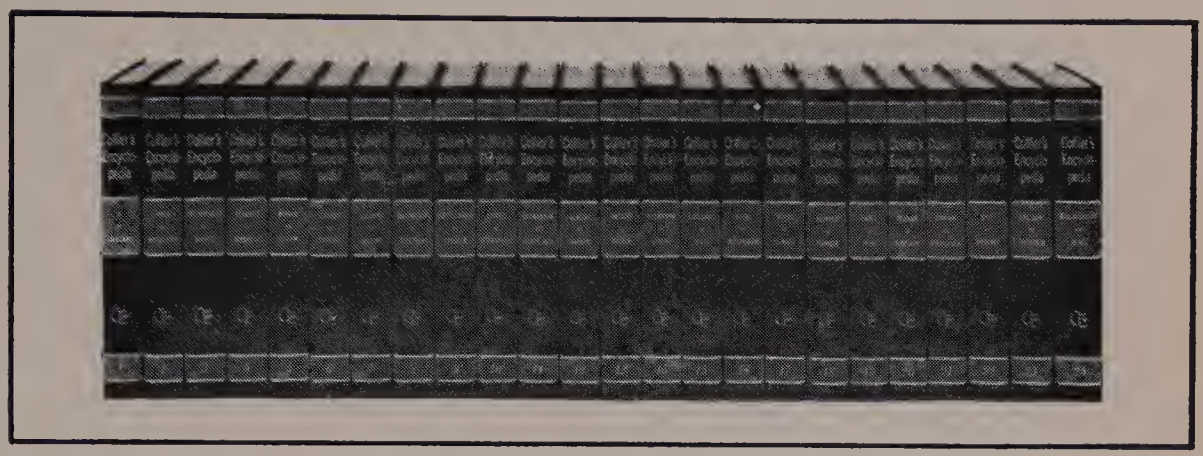
☆

F. W. FAXON CO., INC.

515-525 Hyde Park Avenue
Boston, Mass. 02131

☆

Continuous Service to Libraries Since 1886



What makes *Collier's Encyclopedia* and only *Collier's Encyclopedia* UNMISTAKABLY 1964?

When you refer readers to *Collier's Encyclopedia*, you direct them to the most up-to-date major reference work available today.

All sets *claim* to be up-to-date. But check carefully.

Open any volume of *Collier's* and you'll see the difference. The maps are as up-to-the-minute as this year's latest atlas and gazetteer. In fact, *Collier's Encyclopedia* contains *more* maps and *more* information than any atlas on the market!

Collier's 1964 Edition contains expanded, revised biographies of the late President Kennedy, President Johnson, Popes John and Paul, Robert Frost and other world-famous notables.

Detailed articles offer complete coverage on the latest achievements in space science and exploration, the Test Ban Treaty, the most recent events in Kenya, Malaysia, Zanzibar, as well as all other current achievements and developments in this fast-moving world.

300 new illustrations – all integrated with the text – make Collier's 1964 Edition not only informative, but also attractive to the eye. These new illustrations join the more than 17,000 color plates, photographs, drawings, maps and charts that already illustrate the 25,000 articles in *Collier's*.

Order while it's fresh off the presses –

THE NEW 1964 24-VOLUME COLLIER'S ENCYCLOPEDIA
List price: $299.50 / For schools and libraries: $199.50

COLLIER	Collier's Encyclopedia
MACMILLAN	The Macmillan Company
	The Free Press
LIBRARY	Crowell-Collier Press
	Collier Books
SERVICE	Pergamon Press Books

60 Fifth Avenue, New York, N. Y. 10011

Here's the key to the easiest opening binder on the market. Also available in Rod Style. Write for the new Royal-Gard brochure!

See you at the ALA Convention St. Louis Booth 313

DEMCO LIBRARY SUPPLIES • Box 1488 Madison, Wis. • Box 852 Fresno, Calif. • Box 4231 Hamden, Conn.